

DIAGNOSTIC REVIEW REPORT

FOR

DAYTON INDEPENDENT SCHOOLS

200 Clay Street
Dayton, Kentucky
41074

Jay Brewer, Superintendent

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Introduction to the Diagnostic Review

The Diagnostic Review, a performance driven system, focuses on conditions and processes within a district/school that impact student performance and organizational effectiveness. The power of AdvancED's Diagnostic Review lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned AdvancED Standards and Indicators. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

The Diagnostic Review team used the AdvancED Standards for Quality Schools/Systems and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the Diagnostic Review team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

Part I: Findings

The Findings section presents the Diagnostic Review team's evaluation of the AdvancED Standards and Indicators. It also identifies effective practices and conditions that are contributing to student success, as well as Opportunities for Improvement identified by the team, observations of the Learning Environment, and Improvement Priorities.

Standards and Indicators

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Standards and Indicators, conclusions concerning school and system effective practices as well as Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the Diagnostic Review team. Indicators are evaluated and rated individually by the team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

Standard 1: Purpose and Direction

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that “in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement” and that “...lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institutions’ vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

<i>Standard 1 – Purpose and Direction</i>	Standard Performance Level
The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	1.5

Indicator		Source of Evidence	Performance Level
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	1

Indicator		Source of Evidence	Performance Level
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	1
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2

Indicator		Source of Evidence	Performance Level
1.4	Leadership at all levels of the system implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2

Indicator	Opportunity for Improvement
1.3	Formally identify the district's shared values and beliefs about teaching and learning and develop strategies for building commitment to these ideals and principles among leaders and staff.
Rationale	

Student Performance Data

- Without question, Dayton High School has shown improvement in student performance between 2012 and 2013 as reflected in a 4.6 point increase in the Overall Accountability Score, its percentile ranking in Kentucky increasing from the 28th to the 56th percentile, improvement in performance gap, more students demonstrating college and career readiness, and a higher graduation rate.
- In addition, the percentage of students performing at Novice and Apprentice levels declined in reading, science, social studies, and writing. The percentage of students performing at Novice and Apprentice levels in social studies declined by almost 40% between 2012 and 2013. Similarly, the percentage of students performing at Proficient and Distinguished levels increased in reading, science, social studies, and writing. The number of students performing at Proficient and Distinguished levels in social studies increased significantly between 2012 and 2013.
- However, the number of students at Dayton High School scoring at Novice and Apprentice levels in reading, math, and science remains significantly above the state average. The number of students scoring at Proficient and Distinguished levels in those same core subjects is below the

state average.

- 2013 reading achievement data is of particular concern. Over half of the students (61%) performed at Novice and Apprentice levels, while 39% scored at Proficient and Distinguished levels.
- While improvement has occurred, student performance data and other information does not suggest that school leadership and staff have committed to a culture based on shared values and beliefs about teaching and learning that supports challenging, equitable educational programs and learning experiences for all students including achievement of learning, thinking, and life skills.

Classroom Observation Data

- Classroom observation data, while generally favorable, reflects wide variation among classrooms regarding the use of highly effective instructional practices including differentiation, rigorous coursework, higher order thinking, and integration of technology as a learning tool and resource. Classroom observation data does not suggest that the district has been effective in ensuring the systematic use of highly effective instructional practices across the school and district.
 - Instances in which students had differentiated learning opportunities and activities that meet their needs were evident/very evident in 52% of classrooms.
 - Similarly, the degree to which students were engaged in rigorous coursework, discussions, and/or tasks was evident/very evident in 52% of classrooms.
 - Instances in which students were asked and responded to questions that required higher order thinking (e.g., applying, evaluating, synthesizing) were evident/very evident in 52% of classrooms.
 - Uses of digital tools or technology to conduct research, solve problems, and/or create original works for learning, were evident/very evident in 26% of classrooms.

Stakeholder Interviews, Artifact and Document Review

- Stakeholder interviews did not reveal that the school district has established a formal statement of shared values and beliefs about teaching and learning.
- In his interview, the superintendent indicated that the district's process for reviewing and revising the mission and vision statement, which is currently underway, would also produce a formal statement of understanding of the district's shared values and beliefs.

Indicator	Opportunity for Improvement
1.4	Adopt policies and practices that will embrace the principles of “results-driven” continuous improvement at all levels of the district including the Board of Education, schools, PLC’s, as well as divisions and departments focused on achieving the district’s purpose and direction. Ensure that the process 1) involves the setting of measurable goals by the Board of Education and Superintendent to advance the district purpose and direction, 2) relies upon the ongoing analysis of a broad range of data, 3) is continuously monitored to determine effectiveness of interventions, action plans, strategies, etc., and 4) is evaluated for its effectiveness in yielding improved student achievement and the conditions that support learning.
Rationale	

Student Performance Data

- Dayton High school has shown improvement in student performance between 2012 and 2013 as reflected in a 4.6 point increase in the Overall Accountability Score, its percentile ranking in Kentucky increasing from the 28th to the 56th percentile, improvement in performance gap, more students demonstrating college and career readiness, and a higher graduation rate. These improvements all suggest that some effective processes and practices for school improvement planning have been established.
- While improvement has occurred, student performance data, interviews, documentation, and artifacts do not suggest that school leadership and staff have committed to the systematic implementation of a results-driven improvement planning process that continuously results in all students being provided challenging, equitable learning experiences leading to next level preparedness.

Stakeholder Survey Data

- School stakeholder survey data suggests that the staff is highly satisfied with existing improvement planning processes.
- 96% of staff agree or strongly agree with the statement, “Our school has a continuous improvement process based on data, goals, actions, and measures for growth.”

Stakeholder Interviews, Document and Artifact Review

- The school and district have completed the Comprehensive District and Comprehensive School Improvement Plans (CDIP and CSIP), and these planning documents meet state requirements.
- However, evidence that leaders at all levels of the system are using a documented, systematic continuous improvement process for improving student learning and the conditions that support learning is not apparent. Evidence is not apparent that the improvement plans are continuously reviewed, modified based on new data and information, and evaluated for their

effectiveness in meeting school and Board goals.

- It is not apparent that representatives from all stakeholder groups have been engaged in authentic and meaningful ways in the improvement planning process.
- Evidence is very limited that system personnel hold one another accountable for and evaluate the overall quality of implementation of the interventions, actions plans, strategies, and activities of the improvement plan.

Standard 2: Governance and Leadership

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of school leadership research, Leithwood & Sun (2012) found that leaders (school and governing boards/authority) can significantly “influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and practices that strengthen school culture and foster collaboration within the organization.” With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their school communities to attain school improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow school leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has leaders who are advocates for the institution’s vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution’s policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 2 – Governance and Leadership	Standard Performance Level
The system operates under governance and leadership that promote and support student performance and system effectiveness.	2.2

Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2
2.2	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • Stakeholder interviews • Review of documents and artifacts 	2

Indicator		Source of Evidence	Performance Level
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • Stakeholder interviews • Review of documents and artifacts 	3
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2

Indicator		Source of Evidence	Performance Level
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • Stakeholder interviews • Review of documents and artifacts 	2
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • Stakeholder interviews • Review of documents and artifacts 	2

Indicator	Opportunity for Improvement
2.1	Update policies and practices, i.e. fiscal management, professional growth, that clearly and directly supports the purpose and direction and the effective operation of the system and its schools. Ensure that the aforementioned policies and practices require and have mechanisms in place for monitoring conditions that support student learning, effective instruction and assessment that produce equitable and challenging learning experiences for all students.
Rationale	

Student Performance Data

- While it is evident that Dayton High School has shown some improvement in the state accountability index from 2012 to 2013, the percentage of students scoring at Novice and Apprentice levels in reading and math continues to be about 20% above the state average.
- The district experienced an increase in the percentage of college and career ready students and in the graduation rate, but did not achieve its graduation rate goal.

Classroom Observation Data

- Classroom observations reveal mixed results, suggesting that the existence of effective policies and practices that include mechanisms for monitoring research-aligned instruction and assessment is limited.
 - Instances in which students were tasked with activities and learning that were challenging but attainable were evident/very evident in 70% of classrooms.
 - Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in 52% of classrooms.
- While survey data and stakeholder interviews indicated that the principal and teachers have high expectations for students, classroom observations suggest that this learning condition exists, but only to a limited degree. The overall rating for High Expectations Learning Environment was 2.6 on a 4-point scale.

Stakeholder Survey Data

- According to student stakeholder survey data, the existence of policies and practices that include mechanisms for monitoring challenging learning experiences and conditions that support student learning is not apparent.
 - 56.57% of students agree or strongly agree with the statement, "In my school, a high quality education is offered."
 - 56.98 % of students agree or strongly agree with the statement, "My school provides me with challenging curriculum and learning experiences."

- 50.59% of students agree or strongly agree with the statement, “In my school, rules are applied equally to all students.”

Documents and Artifacts

- The system is lacking in systematic plans for monitoring and direction.
- District administrators indicated that there are not policies and systems in place for the direction and monitoring of the system’s purpose and direction.
- The review of documents and artifacts did not reveal policies and practices that clearly and directly support the system’s purpose and direction and the effective operation of the system and its schools.

Other Pertinent Information

- While the fiscal budget is presented with the greatest transparency, there are no systemic practices in place for future oversight.

Indicator	Opportunity for Improvement
2.2	Construct and implement a process for the Board to ensure decisions and actions are in accordance with defined roles and responsibilities of the governing body. The process should be formally adopted, regularly evaluated and in compliance with all policies, procedures, laws, and regulations and be carried out to best benefit student learning.
Rationale	

Student Performance Data

- Improvement between 2012 and 2013 is reflected in a 4.6 point increase in the Overall Accountability Score and Dayton High School’s percentile ranking in Kentucky increasing from the 28th to the 56th percentile. However, a significant number of students are performing below their peers in the district and state.
 - 63.7% of students scored at Novice and Apprentice levels in English II and 82% scored at Novice and Apprentice levels in Algebra II.
 - In 2013, 52.8% of students made typical or higher annual growth in reading and 63.9% in math.
 - The district ACT composite of 18.3 is 0.9 below the state average of 19.2.

Stakeholder Survey Data

- Only 28.57% of staff agree or strongly agree with the statement, “Our school’s governing body or school board complies with all policies, procedures, laws, and regulations.”

Stakeholder Interviews:

- During stakeholder interviews, it was indicated that a process for the Board to ensure decisions and actions are in accordance with defined roles and responsibilities did not exist.

Indicator	Opportunity for Improvement
2.4	Ensure that leaders and staff throughout the system deliberately and consistently align their decisions and actions toward continuous improvement to achieve the system's purpose. Transform the culture so that it is characterized by a sense of collective accountability, collaboration, and shared responsibility.
Rationale	

Student Performance Data

- Even though the system has made great strides in increasing student learning, student performance data remains below state averages in several academic areas.
 - The percent of students making typical or higher annual growth in reading and math declined.
 - 61% of students are scoring at Novice and Apprentice levels in reading and 81.6% of students are scoring at Novice and Apprentice levels in math.
 - More than 50% of students are scoring at Novice and Apprentice levels in Algebra II, English II, and Biology.

Classroom Observation Data

- According to classroom observation data, a process in which leaders and staff throughout the system deliberately and consistently align their decisions and actions toward continuous improvement is not apparent.
 - Instances in which students were provided exemplars of high quality work were evident/very evident in 26% of classrooms.
 - Instances in which students were provided opportunities to use digital tools or technology to solve problems, conduct research, and/or create original work for learning were evident/very evident in 26% of classrooms.
 - Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge were evident/very evident in 48% of classrooms.

Stakeholder Interviews, Review of Documents and Artifacts

- Interviews with members of various stakeholder groups and a review of various artifacts and documents did not reveal systems in place that are focused on continuous improvement relative to the system's purpose and direction.
- In interviews, a sense of low expectations and insulation between the Board/district and the wider community were frequently offered as reasons for a lack of participation and

engagement. However it was also noted that due to recent legal issues, a greater sense of awareness of student academic performance, budget, governance, and other key issues appear to be receiving greater attention.

Indicator	Opportunity for Improvement
2.5	Create an effective line of communication between the leaders and varied representatives from stakeholder groups in order to 1) shape decisions, 2) solicit feedback and 3) deliver meaningful responses to stakeholders. Work collaboratively on system and school improvement efforts, provide and support meaningful leadership roles for stakeholders that result in measureable positive engagement in the system and its schools.
Rationale	

Stakeholder Survey Data

- Even though it appears that the district is making attempts to engage stakeholders (Southbank Partners, NKU, YMCA, One to One Readers, Big Box of Books), the efforts may not yet be embedded enough to begin to dismantle the disconnectedness that has seemingly existed for a long period of time.
 - 53.57% of staff agree or strongly agree with the statement: “Our school’s leaders engage effectively with all stakeholders about the school’s purpose and direction.”

Stakeholder Interviews, Document and Artifact Review:

- The superintendent noted that parents were not highly engaged with the schools.
- Though pertinent messages are posted via Facebook, it appears that the majority of parents do not have Internet access.
- Board meetings appear to have minimal (if any) attendance by parents other than when they attend due to their child receiving recognition at the start of Board meetings.
- Stakeholders interviewed were not able to articulate the goals and focus of the “Grow, Lead, Engage” campaign started by district leaders.

Other Pertinent Information

- The system rated itself as a 2 for this indicator, acknowledging the need for focus and improvement in this area.

Indicator	Opportunity for Improvement
2.6	Establish criteria and a systematic process of supervision and evaluation in order to improve professional practice and student success. Design the process so that it is consistent in implementation and the results monitored and used to modify professional practice and enhance student academic achievement.
Rationale	

Student Performance Data

- Student performance data does not suggest that the current supervision and evaluation system is resulting in improved professional practice and student success.
 - While it is evident that the state accountability index improved overall from 2012 to 2013, improvements in most areas were modest.
 - 2013 ACT scores improved from 2012 scores by 0.1 in math and 0.2 in reading. ACT scores were significantly below the state in all areas except science, where the difference is 0.3. The district composite of 18.3 is also below the state composite (19.2). The percentage of students meeting ACT benchmarks in English increased to 47.5 and the percentage of students meeting benchmarks in reading increased to 37.5, both below the state average. The percentage of students meeting math benchmarks decreased from 30% in 2012 to 27.5% in 2013, below the state average.

Stakeholder Survey Data

- 67.86% of staff agree or strongly agree with the statement, “Our school’s leaders ensure all staff members use supervisory feedback to improve student learning.”

Stakeholder Interviews

- Evaluations are not occurring at consistent intervals to provide useful feedback in order to elicit change in the system.
 - There is no evidence of stakeholder feedback resulting in system action.
 - The superintendent noted that not all evaluations were completed for Central Office staff during the 13-14 school year. The superintendent has developed a system to ensure that all Central Office staff will be evaluated for the 14-15 school year and in the future.
 - Individuals who report directly to the superintendent acknowledged not ever having received a formal written evaluation. The superintendent was appointed to his position in July, 2013.

Standard 3: Teaching and Assessing for Learning

A high-quality and effective system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of “student motivation, parental involvement” and the “quality of leadership” (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school’s curriculum and instructional program should develop learners’ skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert et al, 2010). The acquisition and refinement of teachers’ pedagogical skills occur most effectively through collaboration and professional development. These are a “necessary approach to improving teacher quality” (Colbert et al, 2008). According to Marks, Louis, & Printy (2002), school staff that engage in “active organizational learning also have higher achieving students in contrast to those that do not.” Likewise, a study conducted by Horng, Klasik, & Loeb (2010), concluded that leadership in effective schools, “supports teachers by creating collaborative work environments.” Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Standard 3 – Teaching and Assessing for Learning	Standard Performance Level
The system’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.	1.7

Indicator		Source of Evidence	Performance Level
3.1	The system’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2

Indicator		Source of Evidence	Performance Level
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	1
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2

Indicator		Source of Evidence	Performance Level
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2
3.6	Teachers implement the system's instructional process in support of student learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	1

Indicator		Source of Evidence	Performance Level
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of document and artifacts 	2
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of document and artifacts 	2

Indicator		Source of Evidence	Performance Level
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	1

Indicator		Source of Evidence	Performance Level
3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	1

Indicator	Opportunity for Improvement
3.1	Evaluate and revise the system's curriculum to ensure all students have challenging and equitable opportunities to develop learning, thinking, and life skills that lead to success at the next level. Establish and communicate high learning expectations in all courses/classes and provide individualized learning opportunities to support each student in the attainment of these learning expectations.
Rationale	

Student Performance Data

- While student performance data has shown improvement in the last year, it suggests that students are not challenged and provided opportunities to develop higher level thinking skills.
 - The number of students at Dayton High School scoring at Novice and Apprentice levels in reading, math, and science remains significantly above the state average. The number of students scoring at Proficient and Distinguished levels in those same core subjects is below the state average.

	2012	2013	2013	2012	2013	2013
	<i>School % Novice & Apprentice</i>	<i>School % Novice & Apprentice</i>	<i>State % Novice & Apprentice</i>	<i>School % Proficient & Distinguished</i>	<i>School % Proficient & Distinguished</i>	<i>State % Proficient & Distinguished</i>
Reading	67.4	61.0	44.2	32.6	39.0	55.8
Math	NA	81.6	64	NA	18.4	36.0
Science	80.8	78.1	63.7	19.1	22.0	36.3
Social St	85.7	47.4	48.7	14.3	52.6	51.3
Writing	60.4	53.6	51.8	39.6	46.3	48.2
Language	48.0	48.9	48.6	52.1	51.1	51.4
Mechanics						

- 2013 ACT scores improved from 2012 scores by 0.1 in math and 0.2 in reading. English had a 0.1 decrease. Science improved from 18.6 in 2012 to 19.8 in 2013. The ACT composite increased from 18.0 in 2012 to 18.3 in 2013.

ACT	English	English	Math	Math	Reading	Reading	Science	Science	Comp.	Comp.
	<i>SCHOOL</i>	<i>STATE</i>	<i>SCHOOL</i>	<i>STATE</i>	<i>SCHOOL</i>	<i>STATE</i>	<i>SCHOOL</i>	<i>STATE</i>	<i>SCHOOL</i>	<i>STATE</i>
2013	17.4	18.4	17.8	18.9	17.8	19.4	19.8	19.5	18.3	19.2
2012	17.5	18.4	17.7	18.8	17.6	19.0	18.6	19.1	18.0	19.0

Classroom Observation Data

- Classroom observation data suggests that differentiated learning opportunities and other approaches to address the individual learning needs of students are not common practices in the building.
 - Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in 52% of classrooms.
 - The High Expectations Learning Environment received an overall rating of a 2.6 on a 4 point scale.

Stakeholder Survey Data

- Survey data indicates that while 68.42% of parents feel their children receive challenging work, students and teachers do not agree that the curriculum provides students with challenging work that develops their thinking and life skills at the next level.
 - 58.17% of students agree or strongly agree with the statement, "My school prepares me to deal with issues I may face in the future."
 - 56.98% of students agree or strongly agree with the statement, "My school provides me with challenging curriculum and learning experiences."
 - 39.28% of staff agree or strongly agree with the statement, "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills."
 - 68.42% of parents agree or strongly agree with the statement, "All of my child's teachers give work that challenges my child."

Stakeholder Interviews

- Review of curriculum maps and pacing guides did not reveal an intentional focus on differentiating instruction to meet the individual needs of students. A formative assessment section of the pacing guide provides opportunities for teachers to reflect on the results of formative assessment, but with PLCs meeting only once a month, immediate modification to instruction to address students' needs would be very difficult.

Other Pertinent Information

- The district rated itself as a 2 on the Self-Assessment for this indicator, which aligns with the team's findings

Indicator	Opportunity for Improvement
3.2	Create a systematic process to use current data from student summative and formative assessments and an examination of professional practice to 1) identify gaps and overlaps in curriculum, 2) to modify daily instruction, and 3) to ensure vertical and horizontal alignment as well as alignment with the system's goals for achievement and instruction and statement of purpose.
Rationale	

Student Performance Data

- Student performance data indicates the practice of effectively using student learning data from multiple assessments to monitor and adjust curriculum, instruction, and assessment rarely occurs and has not translated into significantly improved student achievement.
 - Student growth data indicates a modest decline in the percentage of students who made typical or higher growth as compared to their academic peers. In 2013 the percentage of Dayton students making typical or higher annual growth in reading was 52.8, a decline of 6.5% from 2012 when 59.3% of students demonstrated growth. In 2013 the percentage of Dayton students making typical or higher annual growth in math was 63.9, a decline of 8.3% from 2012. This decline may suggest possible deficiencies with regard to 1) pacing or rigor in academic courses, 2) high expectations in regards to student achievement, 3) vertical and horizontal curriculum development, 4) effective formative assessment practices that guide modification in instruction or curriculum, 5) monitoring and supervision of instructional quality.
 - While the number students performing at the Novice and Apprentice level on K-PREP End-of-Course exams has declined, the percentage of students performing at Novice and Apprentice levels remains alarmingly high (Algebra II – 82%, Biology – 79.6%, and English II – 63.7%).

Classroom Observation Data

- Classroom observation data indicates that success criteria for mastery of standards are not clearly communicated in many classrooms.
 - Instances in which students understood how their work was assessed were evident/very evident in 52% of classrooms.

Stakeholder Survey Data

- Survey data indicates some classrooms and teachers use multiple assessments to check student understanding and modify instruction and revise curriculum. However, about one-third or more of students and staff feel this area is still in need of improvement.
 - 66.93% of students agree or strongly agree with the statement, “My school gives me multiple assessments to check my understanding of what was taught.”
 - 67.85% of staff agree or strongly agree with the statement, “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.”
 - 53.57% of staff agree or strongly agree with the statement, “Our school employs consistent assessment measures across classrooms and courses.”

Document and Artifact Review

- Review of documents and artifacts did not reveal the use of daily formative assessments to inform and modify instruction to meet the immediate needs of students.
- Review of documents and artifacts reveal the district has conducted 54 walkthroughs from August 1, 2013 to November 25, 2013, but evidence of the use of this data to improve instructional practice is not apparent.
- The review of documents and artifacts revealed a lack of attention to providing teachers with feedback on lessons and formative assessment results.

Other Pertinent Information

- The district rated itself as a 2 on the Self-Assessment for this indicator, which aligns with the team’s findings.

Indicator	Opportunity for Improvement
3.4	Monitor instructional practices through supervision and evaluation procedures beyond classroom walkthroughs and provide immediate, specific feedback to teachers to ensure the practices 1) are aligned with the system’s values and belief about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.
Rationale	

Student Performance Data

- Student performance data does not suggest that the school/district has established highly effective practices to monitor and support quality instruction and curriculum implementation.

- As illustrated in the chart below, between 2012 and 2013, student performance improved on most K-PREP End-of-Course Assessments per the chart below. However, a large percentage of students continue to score at Novice and Apprentice levels.

	2012 <i>School %</i> Novice & Apprentice	2013 <i>School %</i> Novice & Apprentice	2013 State % Novice & Apprentice	2012 <i>School %</i> Proficient & Distinguished	2013 School % Proficient & Distinguished	2013 State % Proficient & Distinguished
Grade 11 Writing	62.3	43.6	38.3	37.7	56.4	61.7
English II	66.0	63.7	44.2	34.0	36.4	55.8
Algebra II	NA	82.0	64.0	NA	17.9	36.0
Biology	80.4	79.6	63.7	19.6	20.5	36.3
U.S. History	86.2	44.8	48.7	13.8	55.3	51.3

- Student growth data indicates a modest decline in the percentage of students who made typical or higher growth as compared to their academic peers.

	READING PERCENT MAKING TYPICAL OR HIGHER ANNUAL GROWTH		MATH PERCENT MAKING TYPICAL OR HIGHER ANNUAL GROWTH	
	DISTRICT /Dayton HS	STATE Kentucky	District/Dayton HS	STATE Kentucky
2013	52.8	56.9	63.9	57.3
2012	59.3	59.0	72.2	57.9

- This decline may suggest possible deficiencies with regard to 1) pacing or rigor in academic courses, 2) high expectations in regards to student achievement, 3) vertical and horizontal curriculum development, 4) effective formative assessment practices that guide modification in instruction or curriculum, 5) monitoring and supervision of instructional quality.

Stakeholder Survey Data

- 67.86% of staff agree or strongly agree with the statement, “Our school leaders ensure all staff members use supervisory feedback to improve student learning.”

Document and Artifact Review

- Reviews of documents reveal 54 walkthroughs have been completed at the high school from August 1, 2013 to November 25, 2013, but this documentation does not reveal how the data was used to improve instructional practices.
- The review of documents and artifacts revealed a lack of attention to providing teachers with feedback on their pacing guides, lessons, and formative assessment results.

Indicator	Opportunity for Improvement
3.5	<p>Develop and implement collaborative learning communities for all system instructional staff that meet frequently and focus solely on improvement of instruction and student performance at all levels. Provide training and support that allows all teachers in all schools to use collaborative learning communities to grow professionally, improve classroom instruction, and enhance student learning. Engage school and district stakeholders in the examination of results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching to improve instruction and student performance. Document and monitor to ensure collaboration results in improved instructional practice and student performance.</p> <p>Develop and implement collaborative learning communities for all district support staff that meet frequently and focus on improving conditions and systems to improve student learning. Document and monitor to ensure collaboration results in improved system effectiveness.</p>
Rationale	

Student Performance Data

- Student performance data, while showing improvement, indicates Professional Learning Communities have not positively impacted student performance or improved teacher professional practice, specifically a focus on individual learning needs of GAP groups and struggling students.
- The percentage of students who made typical or higher growth at Dayton High School decreased from 65.8 in 2012 to 58.4 in 2013.
 - A large percentage of students at Dayton High School scored Novice and Apprentice in the following K-PREP End-of-Course areas: Algebra – 82%, Biology – 79.6%, Science – 78.1%, and English 63.7%.

Stakeholder Survey Data

- 64.28% of staff agree or strongly agree with the statement, “All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).”

Stakeholder Interviews

- In an interview with the superintendent, it was noted that the leadership team is considered a collaborative learning community. Additional interviews indicated that the team grows professionally through book studies, but there is not a process to indicate whether the book studies have resulted in improvement of instructional practices, system effectiveness, and student performance.
- Review of the leadership team agendas and minutes did not reveal the establishment of collaborative learning communities throughout the school system. The leadership team meets monthly, but a formal structure to discuss student learning and the conditions that support student learning does not exist. Leadership team agenda items indicate that meeting time is also used to inform principals and assistant principals of districtwide information and does not always focus on the use of student performance data to improve teaching and learning.
- Review of school-level PLC documentation reveals that collaborative learning communities meet formally once a month, which does not indicate an urgency to analyze student assessment data in order to provide immediate modification to instruction to meet students’ individual needs.

Other Pertinent Information:

- The district rated itself as a 2 on the Self-Assessment for this indicator, which aligns with the team’s findings.

Indicator	Opportunity for Improvement
3.7	Design and implement mentoring, coaching and induction programs for all system personnel that are consistent with its values and beliefs about teaching, learning, and the conditions that support learning. Ensure that these programs set high expectations for all system personnel and include valid and reliable measures of performance.
Rationale	

Student Performance Data

- As detailed previously in this report, student performance data, suggests that a systematic program for mentoring, coaching, and the induction of teachers has not been developed and implemented to support teaching and learning.

Classroom Observation Data

- Classroom observation data does not suggest that the district has developed teacher mentoring and coaching programs resulting in the systematic implementation of highly effective instructional practices across the school/district. The Dayton High School classroom observation data below suggests there is room for growth in all seven learning environments.

Equitable Learning	2.6*
High Expectations	2.6*
Supportive Learning	2.8*
Active Learning	2.8*
Progress Monitoring	2.9*
Well-Managed Learning	2.8*
Digital Learning	1.9*

*Using a 4 point scale

Stakeholder Survey Data

- Stakeholder survey data does not suggest that an effective mentoring and coaching program exists in the school/district.
 - 35.71% of staff agree or strongly agree with the statement, "In our school, staff members provide peer coaching to teachers."
 - 50% of staff agree or strongly agree with the statement, "In our school, a formal process is in place to support new staff members in their professional practice."
- Some 2013 TELL Kentucky survey data suggests that the school/district may not be providing adequate support for new teachers. In response to the statement, "As a beginning teacher, I have received the following kinds of supports," teachers' responses were:
 - 10% indicated they had a reduced workload.
 - 40% indicated they had release time to observe other teachers.
 - 30% indicated they had formal time to meet with a mentor during school hours.
 - 50% indicated they received the support of seminars specifically designed for new teachers.

Documents and Artifacts

- Some evidence exists that the district is supporting new teachers. Artifacts on Live Binder indicate 9 monthly sessions are offered during the 2013-14 school year for teachers new to the district. The sessions focused on two book studies (*What Great Teachers Do Differently* and *First Days of School*). The mentoring program is coordinated by the Director of Teaching and Learning.

Indicator	Opportunity for Improvement
3.8	Design, implement and evaluate programs that engage families in their child's education in a meaningful ways. Create a system that will provide a family multiple opportunities of staying informed of their child's learning progress.
Rationale	

Stakeholder Survey Data

- According to stakeholder survey data, approximately 30-60% of the stakeholders indicate that they do not perceive that families are highly engaged in meaningful ways or are informed about their children's learning.
 - 49.4% of students agree or strongly agree with the statement, "My school offers opportunities for my family to become involved in school activities and my learning."
 - 39.28% of staff agree or strongly agree with the statement, "In our school, all school personnel regularly engage families in their children's learning progress."
 - 70.17% of parents agree or strongly agree with the statement, "All of my child's teachers help me to understand my child's progress."

Stakeholder Interviews

- In interviews, district staff and a board member indicated that although the district offers a variety of programs for families (Big Box of Books, Veterans Day assembly, Student-Led Conferences, Literacy Nights), participation is minimal with the exception of athletics.

Documents and Artifacts

- The superintendent's letter in several issues of the Fall 2013 *Dayton News* includes 1) a checklist of daily questions for parents/guardians to ask their child in order to support his/her education, 2) an explanation of EXPLORE/PLAN in preparation for ACT, and 3) the importance of daily reading at home.

Other Pertinent Information

- The school rated itself as a 2 on the Self-Assessment for this indicator, which aligns with the team's findings.

Indicator	Opportunity for Improvement
3.9	Design, implement, and continuously evaluate a structure that builds a long-term relationship with individual students and related adults that allows school employees to gain insight into and serve as an advocate for the students' needs regarding learning, thinking, and life skills.
Rationale	

Stakeholder Survey Data

- As detailed previously in this report, student performance data does not suggest that the school has established a student advocate program that ensures all students have an adult advocate who can gain significant insight into student needs regarding learning, thinking, and life skills through the creation of a long-term relationship.

Stakeholder Interviews

- The district is attempting to connect students with adults for the purpose of providing long-term relationships. Interviews revealed that grades 7-8 added a homeroom period in order for teachers to build relationships with a set group of students. Dayton High School has added a Green Devil Learning Community that meets twice a month for ACT goal setting, progress reports, speakers, Individualized Learning Plans (ILP), and career interests.

Other Pertinent Information

- The school rated itself as a 2 on the Self-Assessment for this indicator, which aligns with the team's findings.

Indicator	Opportunity for Improvement
3.11	Develop and implement a rigorous, continuous program of professional learning that is aligned with the system's purpose and direction for all professional and support staff. Include differentiated components based on an assessment of needs of the system and the individual. Systematically evaluate for effectiveness in improving instruction, student learning, and the conditions that support learning and that build capacity of the professional and support staff.
Rationale	

Student Performance Data:

- As detailed previously in this report, Student Performance Data does not suggest that the school/district is implementing a professional learning program that addresses 1) high

learning expectations, 2) inquiry practices, 3) differentiated instruction, 4) lessons that develop learning, thinking, and life skills, 5) rigorous instruction, and 6) balanced assessment.

Classroom Observation Data

- Dayton High School classroom observation suggests that some teachers in the school are using effective instructional practices. However, the extent to which these highly effective practices are in evidence throughout the school is limited, suggesting that the school's professional development program may not be effective in improving professional practice or building teacher capacity to address all students' learning needs.
 - Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in 52% of classrooms.
 - Instances in which students were asked and responded to questions that required higher-order thinking (e.g., applying, evaluating, synthesizing) were evident/very evident in 52% of classrooms.
 - Instances in which students were actively engaged in learning activities were evident/very evident in 57% of classrooms.

Stakeholder Survey Data

- Staff survey data indicates that over 40% of the staff members do not perceive that the professional learning program is building capacity among all professional and support staff.
 - 57.14% of staff agree with the statement, "In our school, a professional learning program is designed to build capacity among all professional and support staff members."

TELL Kentucky Survey Data

- Some of the 2013 Dayton High School TELL Kentucky Survey data suggests that the program of professional learning is not always individualized and needs to be evaluated for effectiveness.
 - 42% of staff agree or strongly agree with the statement, "Sufficient resources are available for professional development in my school."
 - 30% agree or strongly agree with the statement, "Professional development is differentiated to meet the needs of individual teachers."
 - 57% agree or strongly agree with the statement, "Professional development deepens teachers' content knowledge."
 - 46% agree or strongly agree with the statement, "In this school, follow up is provided from professional development."
 - 35% agree or strongly agree with the statement, "Professional development is evaluated and results are communicated to teachers."

Documents and Artifacts

- Agendas for professional development days (2012-13 and 2013-14) include topics such as formative assessment, analysis of student work, Foundations of PLCs, curriculum writing, creating a question bank, writing in the content area, Smartboard, and vertical planning.
- Agendas for early release days (2012-13 and 2013-14) include topics such as CCR, data analysis, student data notebooks, Quarterly Report data, Student-Led conferences, Learning Targets, Learning Walks, Focus Strategies from *Teach Like a Champion*, scoring constructed response questions, pacing guides, formative assessment strategies, and PGES.
- The 2013-14 Professional Development Needs Assessment data administered in August 2013 indicated the teachers' preferred format of delivery and areas of interest.

Other Pertinent Information

- The school rated itself as a 2 on the Self-Assessment for this indicator, which aligns with the team's findings.

Standard 4: Resources and Support Systems

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, 2003) “demonstrated a strong relationship between resources and student success...both the level of resources and their explicit allocation seem to affect educational outcomes.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staffs that are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

<i>Standard 4 – Resources and Support Systems</i>	Standard Performance Level
The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.	1.8

Indicator		Source of Evidence	Performance Level
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	1
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2

Indicator		Source of Evidence	Performance Level
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	1

Indicator		Source of Evidence	Performance Level
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	<ul style="list-style-type: none"> • Self-Assessment • Previous KDE Leadership Assessment • AdvancED Stakeholder Survey data • Stakeholder Interviews 	2

Indicator		Source of Evidence	Performance Level
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2

Indicator	Opportunity for Improvement
4.2	Evaluate the effectiveness of policies and practices to ensure material and fiscal resources are sufficient and allocated to meet the needs of all students. Utilize evaluation results to modify policies and practices to ensure students have equitable and challenging learning experiences which will prepare them for next level success.
Rationale	

Student Performance Data

- Student performance data suggests that the school system has not created, examined, and evaluated policies and procedures to ensure students have equitable opportunities to attain learning expectations to ensure success.
- As detailed previously in this report, student performance improved on most K-PREP End-of-Course Assessments between 2012 and 2013. However, a large percentage of students continue to score at Novice and Apprentice levels.

Stakeholder Survey Data

- Stakeholder survey data regarding the allocation of resources is mixed, suggesting new or revised policies and procedures may be needed to ensure challenging learning experiences and success at the next level for all students.
 - 78.57% of staff agree or strongly agree with the statement, "Our school provides instructional time and resources to support our school's goals and priorities."
 - 42.85% of staff agree or strongly agree with the statement, "Our school provides sufficient material resources to meet student needs."
 - 32.14% of staff agree or strongly agree with the statement, "Our school provides protected instructional time."
 - 77.2% of parents agree or strongly agree with the statement, "Our school provides an adequate supply of learning resources that are current and in good condition."
 - 71.93% of parents agree or strongly agree with the statement, "Our school ensures the effective use of financial resources."
 - 80.71% of parents agree or strongly agree with the statement, "Our school ensures that instructional time is protected and interruptions are minimized."

Stakeholder Interviews, Review of Artifacts and Documents

- Interviews with stakeholders and a review of the budget indicate that fiscal resources are not sufficient to provide continuous support of the purpose and direction of the system.
 - The 2014-2015 Draft Budget indicates that that the district has been operating at a deficit since 2012.

Indicator	Opportunity for Improvement
4.3	<p>Develop a collaborative process to create clear expectations to define, maintain and continuously track the safety, cleanliness, and health of the school environment. Develop procedures to hold accountable all stakeholders in implementing plans necessary to improve these conditions and evaluate the results of improvement efforts.</p>
Rationale	

Stakeholder Survey Data

- Stakeholder survey data is mixed regarding the safety, cleanliness, and health of the environment, suggesting that clear expectations for staff, students, and stakeholders are not apparent.
 - 39.84% of students agree or strongly agree with the statement, “In my school, the building and grounds are safe, clean, and provide a healthy place for learning.”
 - 15.14% of students agree or strongly agree with the statement, “In my school, students respect the property of others.”
 - 82.14% of staff agree or strongly agree with the statement, “Our school maintains facilities that support student learning.”
 - 92.86% of staff agree or strongly agree with the statement, “Our school maintains facilities that contribute to a safe environment.”
 - 91.23% of parents agree or strongly agree with the statement, “Our school provides a safe learning environment.”

Stakeholder Interviews, Review of Artifacts and Documents

- Review of facilities plans indicate that there is an expectation that the safety, cleanliness, and health of the learning environment will be monitored.
 - Interviews revealed that system personnel walk through the buildings monthly to inspect facilities.
 - The district utilizes a Custodial Walkthrough Form designed to record facilities maintenance needs.
 - A maintenance request form and process is well-established.
 - There is no documentation that outlines expectations for all staff, students, and stakeholders regarding the safety and cleanliness of the building.

Indicator	Opportunity for Improvement
4.5	Provide adequate personnel to ensure that technology is effectively and consistently embedded in instruction, and that all students and system personnel have access to media and information resources to support educational programs.
Rationale	

Classroom Observation Data

- Although there are plans for professional development to help instructional staff integrate technology into instruction, such training has not yet been provided on a consistent basis.
 - Instances in which students used digital tools or technology to gather, evaluate, and/or use information for learning were evident/very evident in 35% of classrooms.
 - Instances in which students used digital tools or technology to conduct research, solve problems, and/or create original works for learning were evident/very evident in 26% of classrooms.
 - Instances in which students used digital tools or technology to communicate and work collaboratively for learning were evident/very evident in 30% of classrooms.

Stakeholder Survey Data

- Stakeholder survey data does not suggest broad agreement that effective practices and conditions exist with regard to technology support.
 - 72.91% of students agree or strongly agree with the statement, “In my school, computers are up-to-date and used by teachers to help me.”
 - 25% of staff agree or strongly agree with the statement, “Our school provides a plan for the acquisition and support of technology to support student learning.”
 - 66.13% of students agree or strongly agree with the statement, “In my school, a variety of resources are available to help me succeed (e.g., teaching staff, technology, and media center).”

Stakeholder Interviews, Review of Artifacts and Documents

- The system has a well-developed technology plan for procuring and evaluating technology and information systems.
 - Interviews revealed that students have the opportunity to use digital tools and technology in some classroom settings.
 - Interviews and review of documents revealed that the high school recently purchased 50 Microsoft Surface Pros using School Improvement Grant funds in order to provide more technology resources for students.
 - The 2012-2015 District Technology Plan contains technology goals for each school level and allocates funding to support the procurement of technology for student and staff use.

Indicator	Opportunity for Improvement
4.6	Evaluate the effectiveness of the school/district technology infrastructure and equipment to support the teaching, learning and operational needs, and make adjustments and modifications accordingly.
Rationale	

Classroom Observation Data

- There is little evidence that technology is being utilized to enhance teaching and learning.
 - Instances in which students used digital tools or technology to gather, evaluate, and/or use information for learning were evident/very evident in 35% of classrooms.
 - Instances in which students used digital tools or technology to conduct research, solve problems, and/or create original works for learning were evident/very evident in 26% of classrooms.
 - Instance in which students used digital tools/technology to communicate and work collaboratively for learning were evident/very evident in 30% of classrooms.

Stakeholder Survey Data

- Staff survey data does not suggest that technology is fully supported by the school/district.
- 53.57% of staff agree or strongly agree with the statement, “Our school provides a variety of information resources to support student learning.”
- 25% of staff agree or strongly agree with the statement, “Our school provides a plan for the acquisition and support of technology to support the school’s operational needs.”
- 28.57% of staff agree or strongly agree with the statement, “Our school provides a plan for the acquisition and support of technology to support student learning.”

Stakeholder Interviews, Review of Documents and Artifacts

- The 2012-2015 Technology Plan provides for the evaluation, monitoring, and continuous improvement of technology needs of teachers, students, and support staff.
- The 2012-2015 Technology Plan allocates fiscal resources for professional development related to integration of technology in the classroom.

Indicator	Opportunity for Improvement
4.7/4.8	Evaluate the effectiveness of programs that address the physical, social and emotional needs of the students. Use the results of this evaluation to develop improvement plans for all programs to ensure student needs have been met.
Rationale	

Stakeholder Survey Data

- Survey data suggests that there are multiple systems in place to support the physical, social, and emotional needs of the students.
 - 72.91% of students agree or strongly agree with the statement, “In my school, I have access to counseling, career planning, and other programs to help me in school.”
 - 87.72% of parents agree or strongly agree with the statement, “Our school provides excellent support services (e.g., counseling, and/or career planning).”

Stakeholder Interviews, Review of Documents and Artifacts

- Though there are some programs and services in place to support the needs of students, interviews and documentation indicated that there are few systems in place to monitor and evaluate the effectiveness of these programs. Processes and procedures used to evaluate and adjust offerings are not evident.
 - Document review and interviews revealed that the system has contracts with multiple counseling services in partnership with Northern Kentucky University to provide services to students.
 - Student interviews revealed that there are three counselors in the high school who are accessible to students throughout the school day.
 - The district has received a grant to partner with the YMCA for a 21st Century Goals program to support students after school.

Standard 5: Using Results for Continuous Improvement

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, & Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky et al., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making; (2) establishing a culture of data use and continuous improvement; (3) investing in an information management system; (4) selecting the right data; (5) building school capacity for data-driven decision making; and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

<i>Standard 5 – Using Results for Continuous Improvement</i>	Standard Performance Level
The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.	2.0

Indicator		Source of Evidence	Performance Level
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2

Indicator		Source of Evidence	Performance Level
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2
5.4	The system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2

Indicator		Source of Evidence	Performance Level
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and artifacts 	2

Indicator	Opportunity for Improvement
5.1	Improve the comprehensive student assessment system to include locally developed formative and summative assessments that ensure consistent measurement across all classrooms, courses, educational programs. Evaluate the assessment system regularly and systematically for reliability and effectiveness in improving instruction, student learning and the conditions that support student learning.
Rationale	

Student Performance Data

- Although Dayton Independent School District shows significant improvement in achievement on state assessments, the district remains significantly below state averages in all areas. The number of students at Dayton High School scoring at Novice and Apprentice levels in reading, math, and science remains significantly above the state average. The number of students scoring at Proficient and Distinguished levels in those same core subjects is below the state average.
- Interviews and documentation reveal that the extent to which the school/district expects and supports the use of locally developed formative and summative assessments to guide continuous improvement at the school, PLC, or classroom level is limited.
- Performance data, as detailed below, does not suggest that the school/district has established effective processes to consistently collect, analyze, and use comprehensive student

performance data (including formative assessments) to make ongoing modifications and improvements to curriculum, instruction, and assessment practices.

	2012 <i>School % Novice & Apprentice</i>	2013 <i>School % Novice & Apprentice</i>	2013 State % Novice & Apprentice	2012 <i>School % Proficient & Distinguished</i>	2013 <i>School % Proficient & Distinguished</i>	2013 State % Proficient & Distinguished
Reading	67.4	61.0	44.2	32.6	39.0	55.8
Math	NA	81.6	64	NA	18.4	36.0
Science	80.8	78.1	63.7	19.1	22.0	36.3
Social St	85.7	47.4	48.7	14.3	52.6	51.3
Writing	60.4	53.6	51.8	39.6	46.3	48.2
Language Mechanics	48.0	48.9	48.6	52.1	51.1	51.4

- Student growth data indicates a decline in the percentage of students who made typical or higher growth as compared to their academic peers. This decline may suggest possible deficiencies in regard to effective formative assessment practices that guide and inform ongoing modification in instruction or curriculum.

	READING PERCENT MAKING TYPICAL OR HIGHER ANNUAL GROWTH		MATH PERCENT MAKING TYPICAL OR HIGHER ANNUAL GROWTH	
	DISTRICT /Dayton HS	STATE Kentucky	District/Dayton HS	STATE Kentucky
2013	52.8	56.9	63.9	57.3
2012	59.3	59.0	72.2	57.9

Stakeholder Survey Data

- According to staff stakeholder data, 53.57% of staff agree or strongly agree with the statement, “Our school employs consistent assessment measures across classrooms and courses.”

Stakeholder Interviews

- Stakeholder interview data regarding the availability of resources and monitoring for locally developed assessments reveal the following:
 - Interviews indicate there are teacher-developed assessments, but they are not monitored for evidence of rigor.
 - Interviews indicate that CIITS (Continuous Instructional Technology System) training was limited last year. The extent to which teachers are using CIITS assessments is not clear.
 - A teacher representative was sent to Content Area Network meetings, but sharing of information was not monitored.

Other Pertinent Information

- Documentation of evaluation tools (Student Assessment System artifact) does show evidence of multiple standardized assessments used within the district, but review of the LiveBinder documentation under Standard 5 did not reveal any locally developed formative or common assessments.

Indicator	Opportunity for Improvement
5.2	Refine the process and procedure for the collection, analysis and use of data by professional and support staff. Ensure that all system personnel use data to design, implement and evaluate continuous improvement plans focused on improvement of student achievement and the conditions that support learning.
Rationale	

Student Performance Data

- District MAP data indicates that more than 50% of students are performing below proficiency levels in reading and math.
- School Report Card data, including ACT and K-PREP, shows some improvement in student performance between 2012 and 2013, but reveals that Dayton students continue to have significant deficits in reading and math.

Stakeholder Survey Data

- Survey results clearly indicate that a systematic process for the collection and use of data is not systematic across the school/district, and that training to support the use of data is inadequate or has not been consistently provided to staff.
 - 50% of staff agree or strongly agree with the statement, “Our school has a systematic process for collecting, analyzing and using data.”

- Only 21.43% of staff agree or strongly agree with the statement, “Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.”
- 50% of staff agree or strongly agree with the statement, “Our school has a systematic process for collecting, analyzing and using data.”

Stakeholder Interviews, Review of Documents and Artifacts

- Stakeholder interviews suggest that the school district may be in the beginning stages of data analysis. Time for staff to analyze data has been added to the calendar through the use of Early Release days through the end of the school year.
- Expectations, policies, and procedures that will ensure the consistent use of data in improving performance and the conditions that support learning have not been communicated to all stakeholders.
- Documentation and interviews did not reveal the existence of frameworks, expectations, procedures, or processes that ensure all system personnel are using data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, or program effectiveness, i.e., school/district data teams, quarterly review of progress on CDIP based on data, reports to board or community regarding progress towards improvement goals, etc.

Other Pertinent Information

- Review of the LiveBinder documentation under Standard 5 reveals no written protocol or procedure for data collection and analysis.

Indicator	Opportunity for Improvement
5.3	Develop a professional development program that will be provided systematically to all professional and support staff that relates to evaluation, interpretation and use of data. This training should be rigorous and individualized to each stakeholder group.
Rationale	

Stakeholder Survey Data

- Only 21.43% of staff agree or strongly agree with the statement, “Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.”

Stakeholder Interviews, Documents and Artifacts:

- Interviews, artifacts, and documentation reveal that some meeting agendas included a review of data and some professional development regarding analyzing data has been provided. However, there is no evidence that indicates a systematic professional development program for all staff that relates to evaluation, interpretation, and the use of data exists.
 - On 9/26/13, “test results” was an agenda item for the leadership meeting. Minutes noted that a “Here We Grow” report was presented by superintendent.

- In the Self-Assessment, a “professional learning schedule specific to the use of data” is noted.
- Standard 5 on the Self-Assessment notes that KASC provided 3 hours of PD on the analysis of data for the leadership team.
- Interviews revealed that training on analyzing data was provided by the ERL during release time.

Indicator	Opportunity for Improvement
5.4	Develop policies and procedures that clearly define the process for analyzing data that shows verifiable improvement in student learning, readiness and success at the next level. Consistently use the data to design, implement and evaluate the results of continuous improvement action plans for their ability to lead to student success at the next level.
Rationale	

Student Performance Data

- As presented elsewhere in this report, student performance data suggests that not all students are being prepared for readiness and success at the next level, including college and career readiness. Policies and procedures that clearly define a process for analyzing data that determines verifiable improvement in student learning, including readiness for the success at the next level, are not in evidence.

Stakeholder Survey Data

- Survey data suggests that some stakeholders perceive that the school is preparing students for the next level success. However, performance data indicates that most students are performing below state averages in many areas.
 - 65.74% of students agree or strongly agree that their school prepares them for success in the next school year.
 - 71.43% of staff agree or strongly agree the school uses data to monitor student readiness and success at the next level.
 - 78.58% of staff agree or strongly agree that school leaders monitor data related to student achievement.
 - 85.71% of staff agree or strongly agree the school leaders monitor data relate to school continuous improvement goals.
 - 85.96% of parents agree or strongly agree their child is prepared for success in the next school year.

Stakeholder Interviews, Documents and Artifacts:

- There is a lack of documentation to show that policies and procedures which clearly define a process for analyzing data that shows verifiable improvement in student learning, readiness, and

success at the next level exists.

- Some interviewees discussed the high failure rate at the ninth grade level and the challenges the district and school face in continuing to improve graduation rates as indicators of systemic problems with next level preparedness.

Indicator	Opportunity for Improvement
5.5	Communicate regularly to all stakeholder groups comprehensive information about student learning, system and school effectiveness, and achievement of system and school improvement goals. Use multiple delivery methods appropriate to a variety of stakeholder groups.
Rationale	

Stakeholder Survey Data

- Although survey data reveals that staff and parents generally agree that learning progress is monitored, performance data suggests that more intentional monitoring and communicating of students' performance levels may be warranted.
 - 43.83% of students agree or strongly agree that the school shares information about school success with family and community members.
 - 82.46% of parents agree or strongly agree that administrators and teachers monitor and inform them of students' learning progress.
 - 85.71% of staff agree or strongly agree that school leaders monitor data related to the school's continuous improvement goals.

Stakeholder interviews, Documents and Artifacts Review

- Messages from the superintendent and principals are included in the local newspaper that is disseminated monthly. Sometimes, the message includes information about student performance.
- Interviews and artifact/document review did not reveal that the school district is systematically monitoring and communicating student learning, system and school effectiveness, and the achievement of system and school goals.

Other Pertinent Information

- There has been communication through different state and regional media regarding test scores, legal matters, and other issues, but these efforts appear to be mostly from an external perspective.
- The district Facebook page communicates information to stakeholders with internet access and interest.
- Yard signs were used in the fall to announce the 2012-13 improvement in test scores.

Part II: Conclusion

Summary of Diagnostic Review Team Activities:

- The Dayton District Diagnostic Review Team was composed of nine individuals representing the perspectives of school and system practitioners, classroom teachers, parents, and college/university.
- On the first day of the review, the team arrived at the district office where we were welcomed by the superintendent and members of his Administrative Team and then shown to our work space, the School Board Meeting Room.
- A 90 minute formal PowerPoint presentation was then given by the superintendent, providing the team with an overview of the district including the belief slogan “Our Kids Deserve Better.” The overview also included some information about ongoing initiatives such as the 21st Century grant which provides additional school counselors, a book giveaway program focused at the elementary grades, an ACT boot camp offered during the school day for rising seniors, a historical perspective of the district and community, current district demographics, and a review of the 2012 Leadership Deficiency document. The overview included district improvement plans as well as improvement initiatives at Dayton High School.
- The District completed a Self-Assessment and Executive Summary, and provided the Diagnostic Review Team with the required documents and artifacts.
- Dayton High School, the Priority School, also conducted surveys of staff, students, and parents. The survey results were used to guide indicator ratings by the team.
- The Diagnostic Review team was also guided by classroom observation data from Dayton High School collected by the High School External Review team.

In off-site work sessions, the Diagnostic Review team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, interviewed members of the community, the school district, and two of the four school board members. One board member was interviewed by phone due to business travel and another was scheduled to be interviewed by phone. Several attempts were made, but the member was never reached and did not respond to messages to return calls or to email. The team met with the High School Reaccreditation Team on-site at the high school.

The Diagnostic Review team met virtually on February 18, 2014 to begin a preliminary examination of institution’s Internal Review Report and determined points of inquiry for the on-site review. Team members arrived in the school system on February 23, 2014 and concluded their work on February 26, 2014.

Institution leaders carried out the Internal Review process as outlined in the Diagnostic Review protocol and in keeping with the designated timeline. Stakeholders, including students, parents, and community members were candid and open in their responses to Diagnostic Review team members.

The Diagnostic Review team conducted interviews with:

Stakeholder Group	Number of Participants
Board of Education Members	3
School and District Administrators and Leaders	8
Teachers and Staff	5*
Parents and Community Members	9
Students	1
TOTAL	26

*Includes Educational Recovery Staff

The Diagnostic Review team used data collected by the Dayton High School AdvancED/Southern Association of Colleges and Schools Accreditation Team which conducted classroom observations in 23 classrooms, using the Effective Learning Environment Observation Tool (ELEOT).

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Standards and Indicators.

Report on Standards:

A review of the evidence gathered by the team to determine ratings for standards and indicators, as well as the Opportunities for Improvement and Improvement Priorities reveals the following recurring themes:

High Expectations for Students and Staff

- In his overview presentation, the superintendent stated that the district is a “work in progress” and shared data comparing Dayton Independent district to other districts in the region. Interviews and observations indicate that the district has limited processes in place for continuous quality monitoring, particularly in the area of instructional effectiveness.
- Classroom observations indicate that many students are passively engaged in instruction. While some teachers use instructional strategies that engage students, in other classrooms students are passive listeners. Students in these classrooms are complying with teacher direction, but not actively engaged in their learning.
- Review of documents and artifacts indicate that the school district has an emerging mission and vision. Interviews documented that the district’s purpose and direction are in the process of being developed. There are numerous stakeholders involved in this process. The superintendent needs to ensure that the purpose and direction of the district sets high expectations for students and staff.
- The district has been focused on controversy and upheaval associated with the departure of the previous superintendent. With the arrival of the new superintendent, changes to the

Board of Education, and other personnel changes within the district, it is time to focus on identifying the chief priorities of the district for improving student performance, as well as school and district effectiveness that will ensure all Dayton students graduate college and career ready.

Monitoring for Quality and Effectiveness

- The extent to which the administration has systems in place for professional learning of administrators and teachers is limited. Monitoring the effectiveness of the professional development program in improving student achievement and improving teacher professional practice is limited.
- Monitoring of formative assessment data, including the frequent examination of student work, does not appear to be systematic or continuous. Data documenting administrator walkthroughs is also limited. The extent to which walkthroughs are a component of a broader system to improve teacher professional practice and student success is not apparent.
- The extent to which the district has processes in place for continuous quality monitoring, particularly for instructional effectiveness, is limited. A continuous monitoring system is needed district-wide.
- Improvement planning appears to be compliance-driven as opposed to results-driven in the district. Evidence suggests that the district and school are satisfied with reviewing and revising improvement plans once each year as opposed to ongoing (e.g., quarterly) examination of effectiveness and impact based on new data and information. The degree to which continuous improvement planning is used in all divisions and departments of the district, i.e., setting goals, developing action plans, monitoring for results, etc., is not apparent

Building Staff Capacity and Retention

- Staff demographics reveal that Dayton High School has a significant turnover in teaching staff annually and often struggles to have a pool of qualified candidates on hand from which to fill teaching vacancies. In at least one instance last year, there was just one candidate for a teaching vacancy. The extent to which the district has formal and consistent processes, policies, and structures in place to proactively recruit and retain highly qualified individuals, (i.e., college/university job fairs) is not apparent.
- Interviews, the superintendent's overview, and a review of documents and artifacts do not indicate the existence of a coherent system for strengthening professional practice based on student needs and district/school goals. A review of Professional Learning Community (PLC) information does not reflect that this practice is structured, monitored, and consistently implemented in ways which will build teacher capacity and/or improve teacher effectiveness.
- Evidence does not suggest that the district has mentoring, orientation, peer observation, or coaching systems in place to assist new and/or struggling teachers with the support needed to improve their teaching effectiveness and connectivity/commitment to the district.

Board Goals and Long Range Planning

- The extent to which the Board has engaged in a systematic and consistent long range planning process to include the determination of goals and benchmarks focused on student achievement and instructional effectiveness is very limited.
- Review of Board Meeting agendas and minutes and stakeholder interviews do not suggest that a systematic and rigorous review of student achievement and other data is used on a regular basis to strategically drive budget, program, and other major decisions.
- The district appears to be in the process of revising its mission and vision and strengthening its statement of purpose and direction, but without a sense of urgency. These documents, including aspirational short and long range goals, are often seen as crucial components for guiding efforts and maintaining focus. These key components are often highly visible and frequently referenced when a governing body is intent on ensuring improvement in overall outcomes.
- The district does not currently have formal statements of purpose and direction or shared values and beliefs about teaching and learning to guide decision-making at the classroom, school, district, or Board levels. The superintendent, district leadership, and a cross section of internal and external stakeholders are engaged in the development of the district's formal statement of mission and vision. District, school, Board and community members are urged to use this occasion to set high expectations for staff and students and to commit to a culture based on shared values and beliefs about teaching and learning that supports challenging, equitable educational programs and learning experiences for all students.

Use of Technology and Digital Learning to Enhance Student Engagement and Academic Performance

- Classroom observations revealed the existence of technology, but also very limited use by students. The use of technology as an extension of teacher lectures with students passively taking notes from their desks was frequently observed. Computers and iPads were also in evidence, but very low usage of them was observed. Classroom clickers, cell phones, microscopes, and graphing calculators were minimally observed.
- The Digital Learning Environment was the lowest rated of all seven learning environments with a rating of 1.9 on a 4 point scale.

Limited Monitoring and Use of Data to Drive Decision-Making to Improve Student Performance

- The district does not have a consistent, well-developed data assessment and monitoring plan. Performance data, Self-Assessments, and observations suggest the need for a systemic and systematic plan to use data to continuously drive decisions relating to budget and programs.
- During his overview presentation, the superintendent shared that a data room has been established on the second floor of the District Office near the Office of the Superintendent and his leadership team. While this room provides a distinct location for

the collection, storage, and review of data and other similar information, its remote location does not suggest that data is central to the district's operations as a whole. The Board Room on the first floor and the main lobby are largely devoid of any references to data, student performance goals, or celebrations of achievement of any kind. The review and use of data to drive decisions and serve as the catalyst for continuous improvement is often best achieved when that data is highly visible, consistently referenced, and at the core of every discussion and decision

- A review of the upcoming Board meeting (2/26/2014) listed over twenty items for discussion, approval, and/or information. However, there was not one item referencing student academic performance. Items of importance are very often provided time and attention in meetings of a governing body and listed as priority on their agenda. It was also noted that the Director of Teaching and Learning was not listed on the agenda to provide the Board and public with a report/update/next steps in regard to student academic performance. Again, the office or individual whose primary focus it is to monitor and oversee priority issues and programs is often placed in a prominent position on the agenda so that it is clear to all what the governing body holds as priority.

Report on Learning Environment:

During the on-site review, members of the Dayton High School External Review team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team assessed the quality of instruction and learning that took place classified around seven constructs or environments.

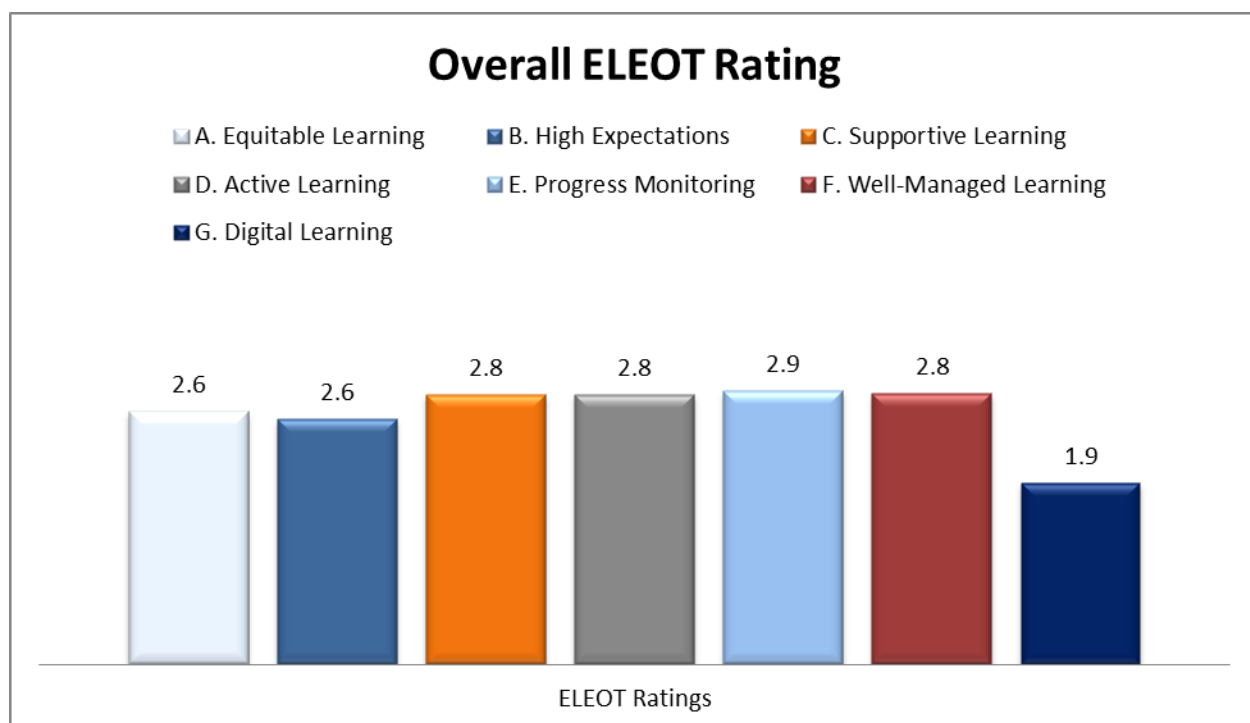
Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, well-managed, where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored, feedback is provided by teachers to students, and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Special Review team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.

The results of the 23 classroom observations provided insights into issues surrounding equity, instructional effectiveness, expectations, academic rigor, learning, behavior, technology, etc. However, school and system leaders are encouraged to engage in a more comprehensive analysis of the Effective Learning Environments Observation data.

Three classrooms were not observed due to teachers being on extended leave and having long-term substitutes.

Both Diagnostic Review teams (the Dayton District Diagnostic Review Team and Dayton High School External Review team) used these results to confirm, refute, substantiate, and/or validate data gathered from other sources including reports, interviews, meeting minutes, surveys, and resource materials.



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
A.1	2.5	Has differentiated learning opportunities and activities that meet her/his needs	30%	17%	26%	26%
A.2	3.2	Has equal access to classroom discussions, activities, resources, technology, and support	0%	13%	52%	35%
A.3	3.0	Knows that rules and consequences are fair, clear, and consistently applied	4%	22%	48%	26%
A.4	1.9	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	52%	17%	17%	13%
Overall rating on a 4 point scale:			2.6			

Equitable Learning Environment Analysis

- Classroom observations revealed that some students were provided differentiated opportunities and activities to address individual needs. This indicator was rated at 2.5 on a 4 point scale. Approximately half of the classrooms observed were employing teacher-centered lecture and whole group instruction as the instructional delivery method, which did not make allowances for differentiation.
- Students having equal access to classroom discussions, activities, resources technology etc. were evident/very evident in 87% of classrooms. This indicator was rated 3.2 on a 4 point scale. Most students had the opportunity to ask questions and participate in discussions that occurred during direct instruction or other classroom activities.
- Observations revealed that most students know rules and consequences. This component was rated 3.0 on a 4-point scale, suggesting that procedures and expectations for behavior are well-established in the majority of classrooms.
- Opportunities for students to learn about their own or others' backgrounds/culture, including sharing their perspective on content were extremely rare. This indicator was rated 1.9 on a 4 point scale. In general, time for reflection, reaction, or small group discussions to allow opportunities for student sharing and discussion was very infrequent.

B. High Expectations						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
B.1	2.7	Knows and strives to meet the high expectations established by the teacher	4%	39%	39%	17%
B.2	2.9	Is tasked with activities and learning that are challenging but attainable	0%	30%	48%	22%
B.3	2.0	Is provided exemplars of high quality work	48%	26%	9%	17%
B.4	2.7	Is engaged in rigorous coursework, discussions, and/or tasks	9%	39%	22%	30%
B.5	2.5	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	17%	30%	35%	17%
Overall rating on a 4 point scale:			2.6			

High Expectations Learning Environment Analysis

- Instances in which students knew and were striving to meet high expectations established by the teacher were evident/very evident in 56% of classrooms. This indicator was rated 2.7 on a 4 point scale.
- Instances in which students were regularly tasked with activities and learning that are challenging but attainable were rated 2.9 on a 4 point scale.
- Instances in which students were engaged in activities requiring higher-order thinking such as organizing information to make meaning of content, evaluating, and synthesizing were evident/very evident in 52% of classrooms.
- Use of exemplars to communicate high expectations received a rating of 2.0 on a 4 point scale. This indicator was the lowest rated in this learning environment and was observed as evident/very evident in only 26% of classrooms.
- Instances in which students were engaged in rigorous coursework and discussion were rated 2.7 on a 4 point scale.

C. Supporting Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
C.1	2.7	Demonstrates or expresses that learning experiences are positive	13%	30%	30%	26%
C.2	3.0	Demonstrates positive attitude about the classroom and learning	0%	30%	39%	30%
C.3	3.0	Takes risks in learning (without fear of negative feedback)	4%	30%	30%	35%
C.4	3.0	Is provided support and assistance to understand content and accomplish tasks	4%	22%	48%	26%
C.5	2.5	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	17%	35%	26%	22%
Overall rating on a 4 point scale:		2.8				

Supportive Learning Environment Analysis

- Instances in which students demonstrated or expressed that learning experiences are positive were rated 2.7 on a 4 point scale. However, this indicator was not observed/partially observed in over 40% of classrooms.
- Students generally demonstrated a positive attitude about the classroom and learning. This component was rated a 3.0 on a 4 point scale and was evident/very evident in 69% of classrooms.
- Instances in which students took risks in learning (without fear of negative feedback) were evident/very evident in 65% of classrooms observed. This indicator was rated 3.0 on a 4 point scale.
- Instances in which students were provided support and assistance to understand and accomplish tasks were evident/very evident in 74% of classrooms. This indicator was rated 3.0 on a 4 point scale.
- Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were evident/very evident in 48% of classrooms. At 2.5 on a 4 point scale, this indicator was the lowest rated component of this environment.

D. Active Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
D.1	2.9	Has several opportunities to engage in discussions with teacher and other students	9%	30%	26%	35%
D.2	2.7	Makes connections from content to real-life experiences	17%	30%	17%	35%
D.3	2.9	Is actively engaged in the learning activities	0%	43%	22%	35%
Overall rating on a 4 point scale:		2.8				

Active Learning Environment Analysis

- Observers noted that students had several opportunities to engage in discussions with the teacher and other students. This indicator was evident/very evident in 61% of classrooms.
- Opportunities for students to make connections of content to real life experiences were rated 2.7 on a 4 point scale and observed as evident/very evident in over half (52%) of classrooms observed.
- Students were actively engaged in learning activities in 57% of classrooms observed. This indicator was rated 2.9 on a 4 point scale.

E. Progress Monitoring						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
E.1	2.9	Is asked and/or quizzed about individual progress/learning	13%	9%	52%	26%
E.2	3.0	Responds to teacher feedback to improve understanding	0%	35%	35%	30%
E.3	2.9	Demonstrates or verbalizes understanding of the lesson/content	4%	35%	30%	30%
E.4	2.6	Understands how her/his work is assessed	13%	35%	35%	17%
E.5	3.0	Has opportunities to revise/improve work based on feedback	9%	22%	30%	39%
Overall rating on a 4 point scale:		2.9				

Progress Monitoring Learning Environment Analysis

- It was evident/very evident that students were asked and/or quizzed about their individual learning/progress in 78% of classrooms observed.
- Students responding to teacher feedback to improve their understanding were evident/very evident in 65% of classrooms observed. This indicator was rated 3.0 on a 4 point scale.
- It was evident/very evident that students demonstrated or verbalized understanding of the lesson or content in 60% of classrooms. This indicator was rated 2.9 on a 4 point scale.
- It was evident/very evident that students understood how their work was assessed in 52% of classrooms. This indicator was rated 2.6 on a 4 point scale.
- Instances in which students “have opportunities to revise/improve their work based on feedback,” were evident/very evident in 69% of classrooms observed.

F. Well-Managed Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
F.1	3.1	Speaks and interacts respectfully with teacher(s) and peers	0%	26%	39%	35%
F.2	3.2	Follows classroom rules and works well with others	0%	22%	39%	39%
F.3	2.7	Transitions smoothly and efficiently to activities	26%	13%	26%	35%
F.4	2.3	Collaborates with other students during student-centered activities	39%	26%	0%	35%
F.5	2.9	Knows classroom routines, behavioral expectations and consequences	4%	30%	35%	30%
Overall rating on a 4 point scale:		2.8				

Well-Managed Learning Environment Analysis

- Students were seen as generally well behaved. It was evident/very evident that they spoke and interacted respectfully with both teachers and peers in 74% of classrooms observed.
- Students followed classroom rules and worked well with others in 78% of classrooms observed. This indicator was rated 3.2 on a 4 point scale.
- Most students transitioned smoothly and efficiently from one activity to another. This indicator was rated 2.7 on a 4 point scale.
- Students having opportunities to collaborate with other students during student-centered activities were evident/very evident in only 35% of classrooms. This indicator was rated 2.3 on a 4 point scale, the lowest rating of this environment.
- Most students seemed to know classroom routines, behavior expectations, and their consequences. This indicator was rated at 2.9 on a 4 point scale.

G. Digital Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
G.1	2.0	Uses digital tools/technology to gather, evaluate, and/or use information for learning	57%	9%	13%	22%
G.2	1.8	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	70%	4%	4%	22%
G.3	1.9	Uses digital tools/technology to communicate and work collaboratively for learning	65%	4%	4%	26%
Overall rating on a 4 point scale:		1.9				

Digital Learning Environment Analysis

- At 1.9 on a 4 point scale, digital learning was the lowest rated of the seven learning environments.
- Observers noted few instances of students using any form of digital tool or technology to conduct research, solve problems, and/or create original works or communicate and work collaboratively to enhance learning. Use of digital tools and technology by students was observed in only about one-third of classrooms.

Improvement Priorities

	Improvement Priority
1.1	Complete the process already underway to review, revise and communicate a system-wide purpose for student success. Ensure that the revised formal statements of purpose and direction commit to high expectations for learning as well as shared values and beliefs about teaching and learning. Further ensure that the process is 1) formalized and implemented with fidelity on a regular schedule, 2) inclusive of representatives from all stakeholder groups, and 3) is well documented.
Rationale	

Stakeholder Interviews, Document and Artifact Review

- In his formal presentation to the Diagnostic Review Team, the superintendent explained that the school district's formal statement of vision and mission, which was developed under the leadership of the former superintendent, had not been revised for several years. He further indicated that the existing mission statement is a very long, complicated, and no longer being used to guide decision-making.
- The superintendent further indicated that in the last two months he has initiated a process to revise the district mission statement, involving representatives from all stakeholder groups including Board members, teachers, parents, and school and district administrators. He anticipates that the process will be completed in the spring of 2014.
- No evidence has been presented to indicate that a process to regularly (e.g. annually) review and revise the district's formal statement of purpose and direction (mission and vision) has been formalized in Board of Education policy.

Indicator	Improvement Priority
1.2	Develop policies and procedures that ensure all schools engage in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success.
Rationale	

Stakeholder Interviews, Document and Artifact Review

- The superintendent indicated that the elementary and middle/high school had completed revisions of their formal statements of purpose and direction (vision and mission) recently.
- However, Board of Education policies do not require that each school engage in regular review and revision of its formal statements of purpose and direction and shared values and beliefs.

Indicator	Improvement Priority
3.3	Ensure teachers deliberately plan and effectively implement high-yield instructional strategies that require students to participate in activities that require collaboration, self-reflection, and development of critical thinking skills, etc. Analyze student formative assessment data to design personalized instruction to meet the needs of the individual learners. Identify and implement instructional strategies which promote higher order knowledge and skills, the integration of content with other disciplines, and the use of technologies as instructional resources and tools.
Rationale	

Student Performance Data

- The table below illustrates that while average composite scores on Explore, PLAN, and ACT have increased, some areas still have low percentages of students meeting benchmarks, which strongly suggests the lack of a rigorous and engaging curriculum, consistent use of high-yield instructional strategies, existence of high expectations, low levels of student engagement, and few opportunities for differentiated instruction.

2013 ACT Percent Meeting English Benchmarks		2013 ACT Percent Meeting Math Benchmarks		2013 ACT Percent Meeting Reading Benchmarks	
Dayton	Kentucky	Dayton	Kentucky	Dayton	Kentucky
47.5	53.1	27.5	39.6	37.5	44.2

2013 PLAN Percent Meeting English Benchmarks		2013 PLAN Percent Meeting Math Benchmarks		2013 PLAN Percent Meeting Reading Benchmarks		2013 PLAN Percent Meeting Science Benchmarks	
Dayton	Kentucky	Dayton	Kentucky	Dayton	Kentucky	Dayton	Kentucky
67.4	67.8	18.6	25.8	41.9	43.2	7.0	21.2

2013 EXPLORE Percent Meeting English Benchmarks		2013 EXPLORE Percent Meeting Math Benchmarks		2013 EXPLORE Percent Meeting Reading Benchmarks		2013 EXPLORE Percent Meeting Science Benchmarks	
Dayton	Kentucky	Dayton	Kentucky	Dayton	Kentucky	Dayton	Kentucky
70.4	66.0	23.9	33.9	33.8	41.6	12.7	19.2

- A large percentage of students at Dayton High School scored Novice and Apprentice in the following K-PREP EOC areas: Algebra – 82%, Biology – 79.6%, and English 63.7%.

Classroom Observation Data

- Classroom observation data indicates higher-order thinking skills, rigorous and engaging instructional activities, and individualized learning activities based on the needs of students are not apparent in all classrooms.
 - Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in 52% of classrooms.

- Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in 52% of classrooms.
 - Instances in which students were asked and responded to questions that required higher-order thinking (e.g., applying, evaluating, synthesizing),” were evident/very evident in 52% of classrooms.
- The Digital Learning Environment received an overall rating of a 1.9 on a 4 point scale, suggesting the use of technology to enhance student learning is not a common practice in most classrooms.
 - Instances in which students had opportunities to use digital tools or technology to conduct research, solve problems, and/or create original works for learning were evident/very evident in 26% of classrooms.
 - Instances in which students had opportunities to use digital tools/technology to communicate and work collaboratively for learning were evident/very evident in 30% of classrooms.
 - Instances in which students had opportunities to use digital tools/technology to gather, evaluate and/or use information of learning were evident/very evident in 35% of classrooms.

Stakeholder Survey Data

- Survey data indicates differentiated instruction, challenging and rigorous coursework, and the use of technology to enhance student learning is not consistent across the school.
 - 33.47% of students agree or strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”
 - 53.57% of staff agree or strongly agree with the statement, “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.”
 - 57.14% of staff agree or strongly agree with the statement, “All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.”
 - 57.14% of staff agree or strongly agree with the statement, “All teachers in our school use a variety of technologies as instructional resources.”
 - 66.66% of parents agree or strongly agree with the statement, “All of my child’s teachers meet his/her learning needs by individualizing instruction.”

Documents and Artifacts

- Review of pacing guides indicates some teachers use technology as a hook to lessons or to present information to students (i.e., PowerPoints, YouTube videos). Little documentation was evident of instructional activities planned with students using technology to solve problems, research, or create original works for learning.

Indicator	Improvement Priority
3.6	Strengthen and revise the district instructional process to ensure it is highly effective in 1) informing students of learning expectations and standards of performance, 2) using exemplars to enhance student understanding, 3) using formative assessments to guide and inform possible modifications to curriculum and instruction, 4) providing specific and timely feedback to students about their learning.
Rationale	

Student Performance Data

- Student performance data, while showing improvement in the last year, suggests that a large number of students are performing at the Novice and Apprentice level and that overall student growth at the high school has declined from 2012 to 2013.
 - The percentage of students who made typical or higher growth at Dayton High School decreased from 65.8 in 2012 to 58.4 in 2013.
 - A large percentage of students at Dayton High School scored Novice and Apprentice in the following KPREP EOC areas: Algebra – 82%, Biology – 79.6%, and English 63.7%.
 - High School non-duplicated gap data indicates the percentage of students scoring Novice and Apprentice in K-PREP testing areas is as follows: reading – 60.7, math – 87.1, science – 87.6, social studies – 54.8, writing – 60.0, language mechanics - 52.8.

Classroom Observation Data

- Classroom observation data indicates that students are not provided with exemplars or models of proficient work.
 - Instances in which students knew and were striving to meet high expectations established by the teacher were evident/very evident in 56% of classrooms.
 - Instances in which students were provided exemplars of high quality work were evident/very evident in only 26% of classrooms.

Stakeholder Survey Data

- Survey data indicates that one-third or more of students are unclear about the criteria used to assess their learning. Student and staff survey data indicate that students do not receive timely feedback from a variety of assessments to guide their learning to mastery of standards.
 - 64.14% of students agree or strongly agree with the statement, “All of my teachers explain their expectations for learning and behavior so I can be successful.”
 - 65.34% of students agree or strongly agree with the statement, “All of my teachers provide me with information about my learning and grades.”
 - 57.14% of staff agree or strongly agree with the statement, “All teachers in our school provide students with specific and timely feedback about their learning.”

- 67.85% of staff agree or strongly agree with the statement, “All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum.”

Documents and Artifacts

- Review of curriculum maps and pacing guides did not reveal the use of exemplars to guide and inform students of performance standards.
- Review of documents and artifacts did not reveal student work with examples of teacher feedback to provide guidance and direction to students for mastery of standards.
- Review of documents and artifacts did not indicate the use of student formative assessment data to inform or immediately modify instruction.

Indicator	Improvement Priority
3.10	Develop and implement grading and reporting policies and practices that are based on clearly defined criteria that represent the attainment of content knowledge and skills. Ensure that the practices are consistently used by all teachers in all schools to provide consistency across grade levels and courses, and that the effectiveness of the grading and reporting systems are evaluated for their effectiveness.
Rationale	

Student Performance Data

- As presented earlier in this report, student performance data does not suggest that the district has established policies and practices to ensure academic grades are aligned to rigorous coursework and high expectations for academic performance. Student assessment data in general does not indicate that all students are being provided equitable and challenging learning experiences to develop learning, thinking, and life skills that lead to success at the next level.

Classroom Observation Data

- Dayton High School Classroom observation data suggests that grading practices based on clearly defined criteria are not apparent in every classroom and that students are not always aware of how they are assessed or how they can improve their work.
 - Instances in which students were provided exemplars of high quality work were evident/very evident in 26% of the classrooms.
 - Instances in which students understood how their work was assessed were evident/very evident in 52% of the classrooms.

Stakeholder Survey Data

- Stakeholder survey data suggests that a clearly defined grading and reporting system is not apparent.

- 45.02% of students agree or strongly agree with the statement, “All of my teachers keep my family informed of my academic progress,” suggesting almost half of the students cannot confirm that teachers provide this type of information.
- 65.74% of students agree or strongly agree with the statement, “All of my teachers fairly grade and evaluate my work,” suggesting that over one-third of the students cannot confirm the existence of this effective condition across the school.
- 46.43% of staff agree or strongly agree with the statement, “All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.”
- 42.86% of staff agree or strongly agree with the statement, “In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.”

Stakeholder Interviews

- Interview data consistently revealed that policies and practices requiring grades to be based on clearly defined criteria representing each student’s attainment of content knowledge and skills do not exist.

Other Pertinent Information

- The school rated itself as a 1 on the Self-Assessment for this indicator, which aligns with the team’s findings.

Indicator	Improvement Priority
3.12	Use data to systematically and continuously identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). Train system and school personnel on current research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.
Rationale	

Student Performance Data

- Student performance data suggests that systems are not in place to guarantee learning support services that meet unique learning needs of students. Although the percentages of Novice and Apprentice learners in both reading and math have declined, percentages are still above the state average.

	2012 <i>School % Novice & Apprentice</i>	2013 <i>School % Novice & Apprentice</i>	2013 <i>State % Novice & Apprentice</i>
Reading	67.4	61.0	44.2
Math	NA	81.6	64

- Student Growth Data suggests that systems are not in place to guarantee learning support services to meet unique learning needs of students. The data indicates a modest decline in the percentage of students who made typical or higher growth as compared to their academic peers. This decline may suggest that classroom instruction is not differentiated to meet the variety of learning styles and academic needs of each student.

	READING PERCENT MAKING TYPICAL OR HIGHER ANNUAL GROWTH		MATH PERCENT MAKING TYPICAL OR HIGHER ANNUAL GROWTH	
	DISTRICT /Dayton HS	STATE Kentucky	District/Dayton HS	STATE Kentucky
2013	52.8	56.9	63.9	57.3
2012	59.3	59.0	72.2	57.9

Classroom Observation Data

- Implementing a system that continuously uses data to meet the unique learning needs, including the unique characteristics of learning, of all students at all levels of proficiency should support the improvement of instructional practices across the district. The Dayton High School classroom observation data below suggests there is room for growth in all seven learning environments.

Equitable Learning	2.6*
High Expectations	2.6*
Supportive Learning	2.8*
Active Learning	2.8*
Progress Monitoring	2.9*
Well-Managed Learning	2.8*
Digital Learning	1.9*

*On a 4.0 point scale

Stakeholder Survey Data

- 52.99% of students agree or strongly agree with the statement, “My school provides learning services for me according to my needs.”
- 54% of staff indicated that they agree or strongly agree with the statement, “In our school, learning support services are provided for all students based on their needs.”

Stakeholder Interviews:

- District interviews, the district Self-Assessment and Live Binder documents revealed the following support services: 1) ESL services provided by NKU Cooperative Extension Office, 2) 21st Century Grant, 3) additional school counselors, 4) MAP data used to identify unique learning needs and intervention.

Indicator	Improvement Priority
4.1	Engage in a process to examine the effectiveness of existing policies and practices for recruiting, employing and retaining qualified professional and support staff. Use the results of this examination to revise or create policies that will ensure sufficient staff to support purpose and direction of the district, individual schools, and educational programs.
Rationale	

Stakeholder Interviews:

- Interviews with the superintendent and other school and district leaders indicated that the staff turnover rate is quite high. Nine teachers resigned or retired from Dayton High School last year, which represents a very significant change in the faculty given the school's small size. Interviews also indicated that while a few of these departures were from retirements or other leave, several left to take jobs in surrounding school districts.
- Interviews with the superintendent and other school leaders indicated that in at least one instance last year, there was only one applicant for a teacher vacancy.
- While the superintendent and other leaders have acknowledged that teacher and staff retention is a problem for the school district, a specific or formal plan to address staff retention has not been addressed by district leadership or the Board of Education.
- The superintendent indicated that plans were in place for the district to participate in college career fairs and to more aggressively recruit applicants for teacher vacancies this winter and spring.

Documents and Artifacts

- Review of documents and artifacts suggests that the district has necessary policies and procedures in place for employing qualified professional and support staff.
- The existence of a formal process to determine the number of school personnel necessary to carry out the purpose and mission of the district is not documented. However, it is apparent from interviews that as the district continues to face a declining enrollment and reductions in funding, ongoing analysis of personnel needs must continue to occur.
- The superintendent has indicated that he is engaged with local government and community leaders in conversations about expanding the district's property tax base. However, a formal long range resource management plan that would help ensure sustained fiscal resources to fund all positions necessary to achieve the purpose and direction of the district and its individual schools does not exist.

Indicator	Improvement Priority
4.4	Establish policies and procedures that clearly define a process to develop a long range resource management plan ensuring that fiscal resources are allocated to fund positions, the budget, facilities, and other strategic components critical to achieve the purpose and direction of the system, schools, and educational programs over a 3-5 year period. Evaluate the resource management plan for effectiveness and create improvement plans related to the process based on these results.
Rationale	

Stakeholder Interviews:

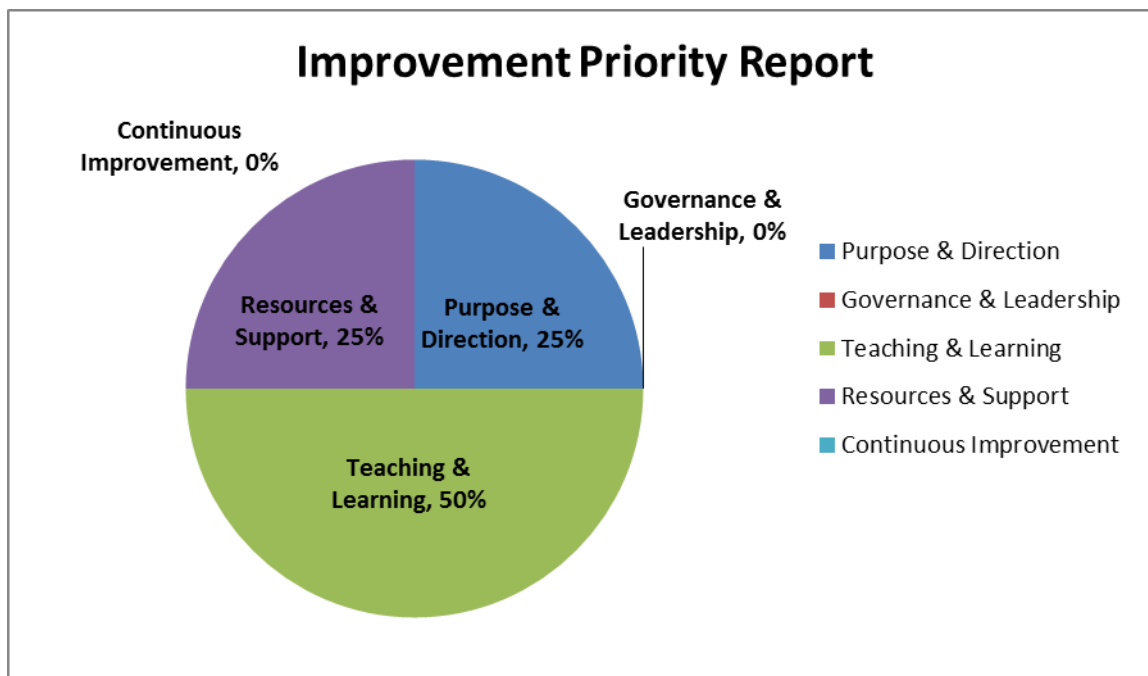
- The superintendent, who was appointed to the position in July 2013, indicated that the district did not have long range or strategic resource management plans. He acknowledged the need for long range resource management plans, stated that the district is a work in progress, and said that there has been little discussion or work toward creating long term plans.

Part III: Addenda

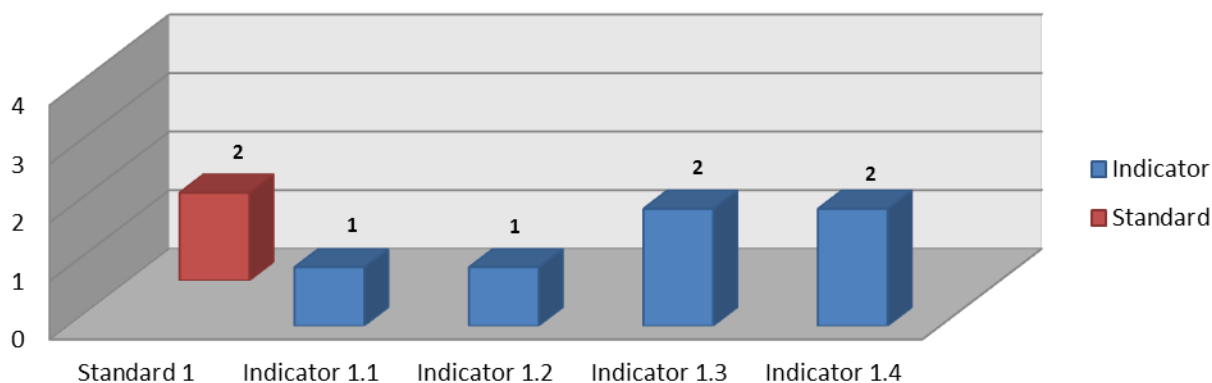
Indicator Assessment Report		
<i>Indicator</i>	<i>District Rating</i>	<i>Review Team Rating</i>
1.1	1	1
1.2	1	1
1.3	2	2
1.4	2	2
2.1	3	2
2.2	3	2
2.3	3	3
2.4	3	2
2.5	2	2
2.6	3	2
3.1	2	2
3.2	2	2
3.3	2	1
3.4	3	2
3.5	2	2
3.6	2	1
3.7	3	2
3.8	2	2
3.9	2	2
3.10	1	1
3.11	2	2
3.12	2	1
4.1	2	1
4.2	2	2
4.3	2	2
4.4	2	1
4.5	2	2
4.6	2	2
4.7	2	2
4.8	2	2
5.1	2	2
5.2	3	2
5.3	2	2
5.4	2	2
5.5	2	2

Diagnostic Review Visuals

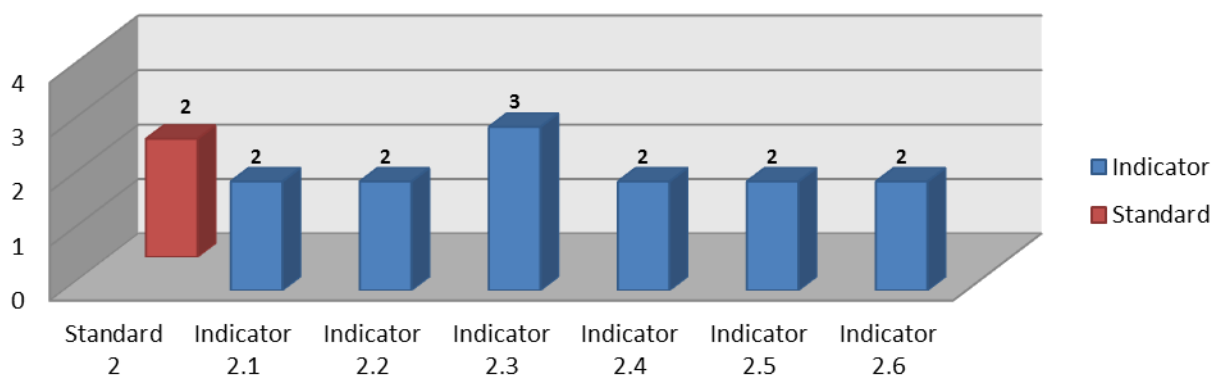
Percentage of Standards identified as
Improvement Priorities



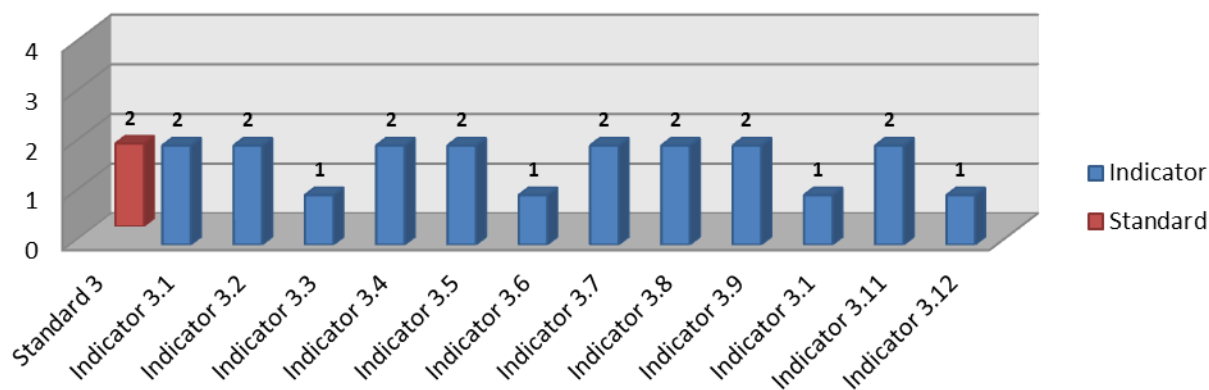
Standard 1: Purpose and Direction



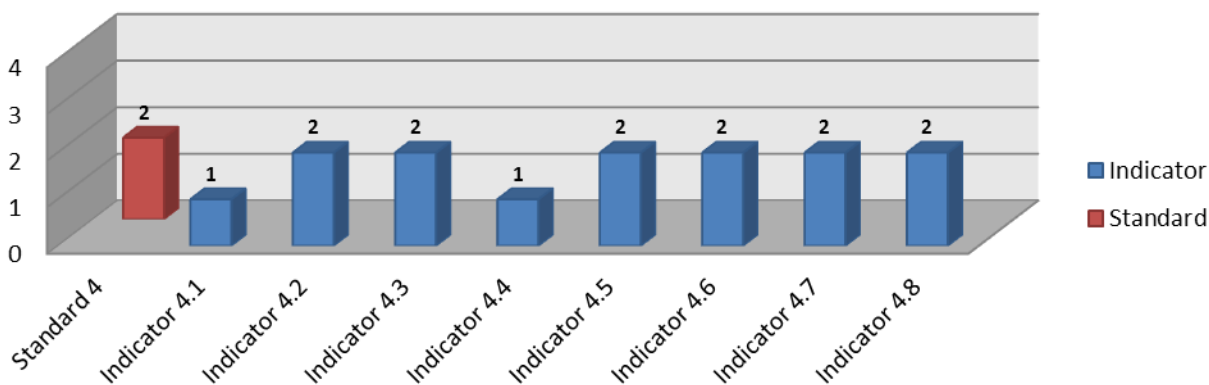
Standard 2: Governance and Leadership



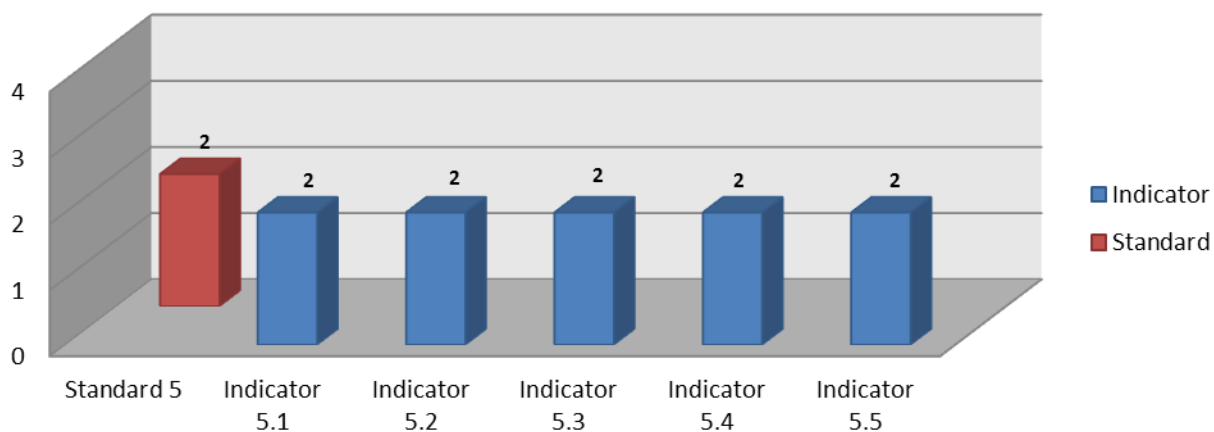
Standard 3: Teaching and Learning



Standard 4: Resources and Support



Standard 5: Continuous Improvement



2014 Leadership Assessment/Diagnostic Review Addendum

The purpose of this addendum is to provide feedback on progress made in addressing identified deficiencies in the 2011-2012 Leadership Assessment Report for Dayton Independent Schools.

Deficiency 1: Local board and superintendent have not considered the unique learning needs of struggling students when determining staff assignments, grade configurations, and support services.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
x	x	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School evidence:

- Dayton Middle School and High School have been restructured
- District administrators have been restructured and refocused
- Dayton Alternative Academy has been started
- Three professional school counselors have been added to the district through grants
- DHS has received the 21st Century Grant

School comments:

Next Steps:

- Teacher Professional Development
- Increase Academic Rigor

Team evidence:

- Interview data
- Restructuring is evident
- Organizational chart
- Credit recovery program
- Director of Teaching and Learning position created
- Director of Student Services position has key focus on support services
- Staff Assignments
- Review of documents and artifacts
- ELEOT observations
- Principal presentation

Team comments:

- The superintendent has completed a reassignment of the central office responsibilities. One administrator is focused solely on Teaching and Learning.
- The superintendent has established a “school within a school” with the middle and high school students in separate areas.
- Three additional counselors, who are paid through a grant, are available to assist students at the high school and middle school.

Deficiency 2: The superintendent has not provided the necessary support and training to intentionally build capacity for effective school level leadership.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
x		This deficiency has been addressed satisfactorily.
	x	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School evidence:

- Monthly District Leadership meetings/book studies on Leadership
- Administrators attending KLA, Regional Roundtables, and Center for Creative Leadership
- Paired Walkthroughs
- KASA Leadership Retreat
- Increased district administration visibility

School comments:

Next Steps:

- PPGES
- Professional Development via retreats, monthly meetings, conferences

Team evidence:

- Principal presentation
- Interviews
- Monitoring of instructional practices
- Leadership meeting agendas and minutes
- Live Binder evidence
- Review of documents and artifacts
- District level visibility
- Self-Assessment

Team comments:

- The superintendent, who was appointed to the position in July 2013, needs to continue to build the capacity of building and district level administrators.
- The superintendent has initiated a book study among district administrators.
- The superintendent needs to develop a comprehensive system for monitoring, supervision, and evaluation that incorporates the use of the district walkthrough process and includes teacher follow-up and feedback.
- The superintendent has no regularly scheduled meetings with the entire district level central office staff.

Deficiency 3: District leadership does not have a district improvement plan defining a clear focus on improving student achievement through the integration of all district resources

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
x	x	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School evidence:

- Revised District Improvement Plan
- Goals are focused on literacy and numeracy
- Use of KASC data day and KASA retreat to collaboratively create Improvement Plan
- In the process of revising district mission statement
- District budget committee has been created

School comments:

Next Steps:

- Improve impact and implementation checks
- Reflective on what is working and what is not

Team evidence:

- Interviews
- Focus on data—data room at the district office
- District Improvement Plan
- Evidence of Comprehensive District Improvement Plan
- Principal Presentation
- District data in Dayton Community News
- Review of documents and artifacts

Team comments:
<ul style="list-style-type: none"> ○ The superintendent needs to continue to focus on continuous improvement and the use of data to drive instructional decisions in the district. ○ The Dayton Comprehensive District Improvement Plan was updated/revised for 2013.

Deficiency 4: District leadership has not ensured that rigorous and differentiated instructional practices are used in all classrooms to meet the unique learning needs of all students.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
x		This deficiency has been addressed satisfactorily.
	x	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School evidence:
<ul style="list-style-type: none"> ○ District Walkthrough instrument that aligns with Danielson model ○ Paired leadership walkthroughs ○ New Teacher Orientation/Professional Development ○ District Focus on “Teach Like a Champion” strategies ○ District Curriculum Newsletter ○ Support of the TGES evaluation system
School comments:
<p>Next Steps:</p> <ul style="list-style-type: none"> ○ Refine Walkthrough Document/Teacher Inclusion ○ Targeted Professional Development

Team evidence:
<ul style="list-style-type: none"> ○ ELEOT observations ○ Lack of teacher developed assessments aligned with standards ○ Interviews ○ Pacing guides ○ Survey results ○ Review of documents and artifacts ○ Principal presentation

Team comments:

- The superintendent needs to ensure that teacher-developed assessments aligned with standards are developed and administered to students.
- Differentiated instructional practices were not evident in some classrooms.

Deficiency 5: District and school leadership have not ensured that all resources (human, physical, fiscal, time) are allocated in a fair and equitable manner and target the unique learning needs of all students.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
x	x	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School evidence:

- District Budget Committee
- District Budget Presentations
- Student, Staff, Community Advisory Teams
- District Surveys
- Revision of Board Policies

School comments:

Next Steps:

- Teacher Representation on District Budget Committee
- Continue to improve collaboration and transparency

Team evidence:

- Interviews
- Review of documents and artifacts
- Newspaper articles
- Self-Assessment
- Executive Summary
- Principal presentation

Team comments:

- Resources are allocated for special education students and other students with unique learning needs.

Deficiency 6: District leadership has not consistently monitored the implementation and impact of all programs and resources to improve instruction and raise the level of student learning.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
x		This deficiency has been addressed satisfactorily.
	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

School evidence:

- District Budget Committee
- District Leadership Meetings
- Walkthroughs
- Staff, Student, and Community Advisory Teams
- District Data Room/Data Day

School comments:

Next Steps:

- Monitor through impact checks what is working and why/not working and why
- Continue to be collaborative and transparent

Team evidence:

- Interviews
- Review of documents and artifacts
- Self-Assessment
- Survey Data

Team comments:

- The superintendent needs to continue to establish processes for the systematic monitoring of student progress as well as supervising and evaluating all staff.
- Training in the use of the Professional Growth and Evaluation System has been completed by several school and district administrators.
- Continue with “Data Days” to ensure staff maintains a focus on the use of data to drive instruction.

Diagnostic Review Team Schedule

Diagnostic Review District Schedule Dayton Independent School District

SUNDAY (Feb.23)

Time	Event	Where	Who
3:00 p.m.	Check-in	Hotel	Diagnostic Review Team Members
3:30 p.m. -5:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 p.m. – 8:30 p.m.	Team Work Session #1 Reviewing Internal Review documents and determining initial ratings all indicators	Hotel Conference Room	Diagnostic Review Team Members

MONDAY (Feb. 24)

Time	Event	Where	Who
7:30 a.m.	Team arrives at district office	District office	Diagnostic Review Team Members

Dayton Independent Schools
Diagnostic Review Report

8:00 – 9:30 a.m.	<p>Standards Presentation - Questions/topics to be addressed:</p> <ol style="list-style-type: none"> 1. Vision, i.e., where has the district come from, where is the district now, and where is the district trying to go from here. <p><u>This presentation should specifically address the findings from the Leadership Assessment/Diagnostic Review Report completed two years ago for priority school as well as the school system. It highlight the impact of school improvement initiatives begun as a result of the previous Leadership Assessment/Diagnostic Review, and it should provide details and point to documentation indicating how the school has improved student achievement as well as conditions that support learning.in the last two years.</u></p> <ol style="list-style-type: none"> 2. Overview of the District Self-Assessment - review and explanation of ratings, strengths and opportunities for improvement. 3. How did the school system ensure that the Internal Review process was carried out with integrity at the school and system levels? 4. What has the system done to evaluate, support, and monitor improvement at the priority school in the last two years? 5. What has been the result of school/system efforts at the school? What evidence can the school district present to indicate that learning conditions and student achievement have improved. 	District office conference room	Diagnostic Review Team Members
9:30 – 9:45	Break	District office	Diagnostic Review Team Members
9:45 – 10:45 a.m.	Superintendent interview	District office conference room	Diagnostic Review Team Members
10:45 – 11:45	Individual interviews with district office staff	District office	Diagnostic Review Team Members (divided)
11:45 a.m.-12:30 p.m.	Lunch & Team Debriefing	TBD	Diagnostic Review Team Members

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12:30 – 2:15 p.m.	Individual interviews school board members and community members	District office	Diagnostic Review Team Members (divided)
2:15 – 3:00 p.m.	Interview community members	District office	Diagnostic Review Team Members (divided if necessary)
3:00 – 4:00 p.m.	Begin review of artifacts and documentation	District office	Diagnostic Review Team Members
4:00 p.m.	Team returns to hotel		Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 – 9:00 p.m.	<p>Evening Work Session #2</p> <ul style="list-style-type: none"> Review findings from Monday Team members working in pairs re-examine ratings and report back to full team Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities at the standard level (indicator specific) 	Hotel conference room	Diagnostic Review Team Members
	<p>Consider allowing time for the school and district teams to share information from Day 1.</p> <ul style="list-style-type: none"> Possibly allow school and district standards teams to share information with each other and discuss preliminary indicator ratings as well as Opportunities for Improvement, Powerful Practices, Improvement Priorities If possible, allow time to review preliminary ELEOT data 		

Tuesday (Feb. 25)

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
8:00 a.m.	Team arrives at district office	District office	Diagnostic Review Team Members

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8:00 – 10:00 a.m.	Continue district office staff interviews	District office	Diagnostic Review Team Members
10:00—11:30 a.m.	Team meets with Evaluators of the school diagnostic review team for the purpose of discussing preliminary findings including Improvement Priorities, indicator and standard ratings, etc.	High school	Diagnostic Review Team Members
11:45 a.m.-12:30 p.m.	Lunch & team debriefing	TBD	Diagnostic Review Team Members
12:30 -4:00 p.m.	Continue review of artifacts and documentation	District office	Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 – 9:30 p.m.	<p>Evening Work Session #3</p> <ul style="list-style-type: none"> Review findings from Tuesday Obtain ELEOT ratings from the school team Team deliberations to determine standards and indicators ratings Reach consensus for Powerful Practices, Opportunities for Improvement, Improvement Priorities and the supporting evidence for these findings <p>Allow time for team members to identify and discuss:</p> <ul style="list-style-type: none"> Recurring themes, i.e., collaboration, commitment to continuous improvement, student engagement, etc. Themes that emerged from an analysis of the ELEOT data, i.e., differentiation, variety of instructional approaches, use of technology, existence of high expectations, etc. 	Hotel Conference Room	Diagnostic Review Team Members

Wednesday (Feb.26)

7:30 AM	Breakfast	Hotel	Diagnostic Review Team Members
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8:00 – 9:00 a.m.	<p>Team Work Session</p> <ul style="list-style-type: none"> • Complete the examination of any documents/artifacts not reviewed previously • Team members are asked to examine all Opportunities for Improvement, Improvement Priorities, Powerful Practices for accuracy and completeness. • Review final ratings for standards and indicators • Review and revise/edit supporting rationale for ratings 	Hotel conference room	Diagnostic Review Team Members
9:00 AM	Kentucky Department of Education Leadership Meeting	TBD	Diagnostic Review Team Members and KDE Representative
10:00 a.m.-2:00 p.m.	<ul style="list-style-type: none"> • Review and revise standards workbooks • Submit workbooks to Lead Evaluator 	Hotel conference room	Diagnostic Review Team Members
1:30 PM	<p>Exit Report with the Superintendent</p> <p>The Exit Report will be a brief meeting for the Lead Evaluators to express their appreciation for hosting the on-site review to the Superintendent. All substantive information regarding the Diagnostic Review will be delivered to the Superintendent and system leaders in a separate meeting to be scheduled later by KDE.</p> <p><u>The Exit Report will not be a time to discuss the team's findings, ratings, individual impressions of the school, make evaluative statements or share any information from the Diagnostic Review Team report.</u></p>	District office conference room	Diagnostic Review Team Members

About AdvancED

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, along with the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (founded in 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

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District Diagnostic Review Summary Report

Dayton Independent

School District

2/23/2014 – 2/26/2014

The members of the Dayton Independent District Diagnostic Review Team are grateful to the district leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

District Authority:

District leadership does have the ability to manage the intervention of Dayton Middle School and Dayton High School.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

_____ Date: _____

I have received the diagnostic review report for Dayton Independent School District and Dayton High School.

Superintendent, Dayton Independent

_____ Date: _____